

**BULLETIN**  
**OF**  
**THE AMERICAN ASSOCIATION**  
**OF UNIVERSITY PROFESSORS**

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# BULLETIN

OF

## THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

ANNUAL MEETING

COLLEGE AND UNIVERSITY TEACHING

CONSTITUTION

MEMBERSHIP

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JOSEPH MAYER: H. W. TYLER, *Chairman*

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## EDITORIAL NOTE

The present *Bulletin* contains under Educational Discussion the remaining articles of the group on College and University Teaching from the *Journal of Higher Education*.

Instead of the general list of members heretofore printed in the January *Bulletin* a list of chapter officers is included. In spite of current difficulties the membership has increased to more than twelve thousand.

At the Annual Meeting, of which a brief account follows, it was the judgment of the Council that, while great care should be exercised in eliminating any unnecessary expense, all current activities should be maintained during the coming year.

The January Chapter Letter deals with a proposal from the George Washington Chapter for relief of unemployed members of the profession, and includes a vote of the Council that chapter officers shall call meetings on application of five active members.

## ANNUAL MEETING

The nineteenth Annual Meeting of the Association was held under the auspices of Yale University, New Haven, Connecticut, on December 28 and 29, 1932, in connection with the meetings of the Modern Language Association and the Linguistic Society of America. The meeting proved to be one of the most important in recent years, both in the large attendance at all sessions and in the significance of the reports presented and the related discussion. More than 150 members from 93 institutions were registered, constituting an unusually large representation of the chapters of the Association. Professor W. W. Cook of Johns Hopkins, President of the Association, presided at the meetings.

At the first session on Wednesday morning the report of Committee Z, on the Economic Condition of the Profession, was read by Professor Yandell Henderson, of the committee, in the absence of Professor S. H. Slusher, of Harvard, the chairman. The report presented statistical information in regard to methods of retrenchment and emphasized the importance of safeguarding the interests of the younger members of the profession. During the ensuing discussion a plan for the financial relief of unemployed members of the profession offered by the chapter of George Washington University was referred to the Council for further study. The second report was made by Committee Q, on Required Courses in Education, and was presented by Professor K. P. Williams of Indiana University. After a vigorous discussion it was unanimously voted to approve the findings of the report in principle and to refer it to the Council for any more definite action. A comprehensive abstract of this report will be published in the March *Bulletin*. A limited number of mimeographed copies including tables and quotations are available in the meantime at \$1.

Reports by the General Secretary, the Treasurer, and the Council were accepted. Informal reports were made by the Committees on Pensions and Insurance and on Cooperative Relations with Latin-American Universities.

The second session on Wednesday afternoon was devoted entirely to the work of Committee U, on College and University Teaching. Professor W. B. Munro (California Institute), the chairman, reviewed and commented upon the progress report, published in the December, 1932, *Bulletin*; Professor H. L. Dodge (University of Oklahoma),

Field Director of the survey, made a brief report of his work, and Professor Hardin Craig explained the interpretive bibliography of the field prepared by Professor Fernandus Payne, secretary of the Committee. The lengthy and valuable discussion which followed was participated in by many of the delegates.

At the final session on Thursday morning the annual report of Committee A, on Academic Freedom and Tenure, was presented by the chairman, Professor S. A. Mitchell of the University of Virginia; and the report of Committee F, on the Admission of Members, in the absence of the chairman, Professor E. S. Brightman, was read by the General Secretary. Members of the Council were elected as indicated by the report of the Nominating Committee published in the November *Bulletin*, also Professor Elizabeth Manwaring of Wellesley to fill a vacancy due to the resignation of Professor Hubbard of the same institution.

On recommendation of the Committee on Resolutions, the following was adopted:

#### *Foreign Students*

**RESOLVED**, That the Association deprecates the recent ruling of the U. S. Department of Labor restricting foreign students in opportunities to pursue remunerative labor and in various conditions of residence in this country and requests that the ruling be rescinded except in so far as it may be necessary for the Department of Labor to adopt regulations to prevent the abuse of the immigrant student privileges by those who are not *bona fide* students.

This recommendation is advanced for the following reasons:

- (1) The employment of which American labor might be deprived by foreign students will be at the most negligible.
- (2) The cultural and educational relations of the United States with other countries are thereby impaired.
- (3) The cause of international understanding and peace is thereby dealt an unwarranted and unnecessary blow.
- (4) The policy promulgated in the ruling is not in accord with the generous attitude which the United States has traditionally assumed toward foreign students.

It is further recommended that the Council of this Association give consideration to a careful definition of the type of foreign student in whose behalf the above protest is made.

*Foreign Teachers*

In reference to a proposal by Professor C. D. Zdanowicz of the University of Wisconsin Chapter, President of the National Federation of Modern Language Teachers, the following vote was passed:

Whereas, the Association believes most heartily in the freest possible interchange of students and professors between the United States and other nations;

And, whereas, inconvenience is occasioned to colleges and universities by the legal provision requiring that professors admitted on the non-quota basis shall have had two years' teaching experience immediately prior to applying for admission to this country, since it not infrequently happens that eminently qualified persons are thereby technically ineligible;

Therefore, be it resolved that the Association urge that efforts be made by close cooperation between the Bureau of Immigration and the best qualified educational agencies to eliminate or modify those regulations which cause unnecessary inconvenience and ill-will, and, by amendment to the Immigration Act, or by treaty, give every encouragement to the admission of desirable members of the profession.

In the Round Table discussion hour for topics presented by chapter delegates, after a few suggestions from the floor a number of items proposed in replies to chapter letters were read by the General Secretary, who announced that these will be referred to committees concerned or to the Council.

At the annual dinner on Wednesday evening at the New Haven Lawn Club, Professor Yandell Henderson, chairman of the local committee on arrangements, welcomed the delegates as spokesman for President Angell who was unavoidably absent. In a witty vein he recounted an alleged dream in which he heard the president of the University proposing million dollar professors as well as million dollar buildings. The second speaker, President Katharine Blunt of the Connecticut College for Women, representing the Association of American Colleges, urged an extensive program, both theoretical and practical, to interest college women students in politics and to prepare them for public duties. Professor Zdanowicz described the governmental regulations which hamper the free appointment of foreign scholars to teaching positions in this country and made a plea for the modification of these conditions, as noted above.

On Thursday, at a joint luncheon with the Modern Language Association and the Linguistic Society of America, members of the Association were the guests of Yale University.

Meetings of the Council were held on Tuesday evening before the opening of the formal sessions, on Wednesday evening after the dinner, and on Thursday afternoon.

The formal reports mentioned above will be published in full or in part in the *Bulletin* for February and for March.

*Council Business.* At the instance of the officers, it was voted that a special committee of three be appointed to make a survey of the organization and management of the Washington Office, with a view to determining the practicability of further economy.

On the basis of a report from a special committee, it was voted that Battle Creek be removed from the eligible list.

The University of Mississippi was restored to the list in view of satisfactory evidence of improved conditions.

In connection with the report of the Committee on Admissions, it was voted that the Committee, upon receipt of objections to any candidate from any source, should determine the merits of these objections and exclude from membership all nominees against whom valid objections are established. It was the sense of the Council that mere matters of opinion and attitude toward administrative officers should not be considered.

## NOTES AND ANNOUNCEMENTS

### AMERICAN COUNCIL ON EDUCATION

The Council reports a grant of \$25,000 from the General Education Board for completing the work of the educational finance inquiry of the United States Office of Education threatened by loss through the failure of Congress to continue the appropriation. Proposals under consideration by the Committee on Problems and Plans include:

- a. The speeding up of the collection of data regarding registration and present trends in student attendance, with a view to indicating where points of weakness had developed in the educational structure at this time.
- b. The present transformation now taking place changing state teachers' colleges into local colleges of liberal arts, and how far this movement should be restricted or encouraged.
- c. The preparation of a statement outlining the various forms of service which the Council is prepared to render to colleges.
- d. The preparation of statistics showing what has happened to graduates of institutions since 1929.
- e. The amount of unemployment among technically trained men.
- f. Changes in the financial situation of institutions.

New committees have been appointed by the Council, on Standards, on Graduate Instruction, and on Academic Costume. The Executive Committee of the Council has been giving particular attention to the possibility of extending its service as a center of cooperation into broader and more varied fields of American education. A statement authorized by the Executive Committee of the Council and published in *School and Society* for December 3 reads in part:

"During the past two years the American Council on Education has received a steadily increasing number of requests to extend its service as a center of cooperation into broader and more varied fields of American education. As originally organized, the Council's attention was mainly focused on education at the college and higher levels. It has recently been urged to undertake responsibility for securing national cooperation in occupational education and vocational guidance, in the adjustment of the public-school system to the present emergency, in the formulation of educational standards, and in the

field of educational finance at all levels, besides similar extension of its activities to current problems of graduate and professional education. . . .

"The techniques of cooperation developed by the Council are working so well in the fields in which they have been applied that they may be relied on to get similarly good results in other fields like those that have been mentioned. Because of its past experience in developing these techniques of cooperation, the Council is now ready to extend them rapidly into such other fields as may seem desirable. The additional income needed to do this might, under normal conditions, have been derived from agencies particularly interested in the particular fields selected. The depression has, however, made this impossible at present. The normal income for support of headquarters is falling off. Therefore, when the need for its service is growing more acute, the Council must either reduce its present activities and slow down its steady growth of the past ten years, or secure from other sources additional income for its operating expenses.

"A digest of the essential facts relating to the growth and financial stability of the Council during the past ten years shows:

"(1) That the institutional membership of the council steadily increased from 147 in 1923 to 256 in 1931, when it began to decrease as a result of the depression.

"(2) That up to 1931 the actual payment of membership dues surpassed the estimated income from that source, showing that the institutions recognize the value of the Council by their consistent support.

"(3) That in 1932 actual receipts of institutional membership dues fell off \$3800 below estimates.

"(4) That the Council has developed some additional means of support, largely through publications and reimbursement for services in sponsoring special studies.

"Under the conditions just described and in accordance with the recommendation of the problems and plans committee, we recommend to the Executive Committee that the Council seek a subvention of \$20,000 a year for two years. Such a subvention at this time would enable the Council not only to continue its present cooperative experiments through this emergency, but also to extend them immediately into those other areas of education where they are so sorely needed on

account of the depression. Such experimentation also would show how to organize and operate a national center for cooperation in education so that it effectively focuses, mobilizes, and inspires the intelligence of the country to meet the challenge of the present situation."

#### INSTITUTE OF INTERNATIONAL EDUCATION, FELLOWSHIPS AND SCHOLARSHIPS FOR AMERICAN STUDENTS ABROAD

The Institute has just issued the fourth edition of a publication listing fellowships and scholarships which are available for foreign study under various auspices. The grants are arranged in two groups, the first including those open to competition from students of any college or university, and the second part listing the grants made by educational institutions to those students who are affiliated with the specific institution offering the award.

The majority of the fellowships in Part I specify the subject of the research to be pursued and require graduate candidates. The only large groups, in fact, which are unrestricted either as to subject or as to place of study are the fellowships of the Guggenheim Foundation and some of those offered by the American Association of University Women. Almost every subject that might be suitable for research, however, is represented, comprising the fine arts, humanities, and the sciences. In some cases, too, the place of study is designated. There is also a group of fellowships which are unrestricted as to subject of study but not as to place. The largest number of grants designated for study in Great Britain are the Rhodes Scholarships, and these are also among the few which may be awarded to undergraduates. By far the largest number stipulated for the different countries of Europe are the so-called "Exchange" fellowships offered under the auspices of the Institute of International Education. With the exception of the Exchange fellowships, which cover only board, lodging, and tuition, or their equivalent, the awards made by foundations and organizations of various types offer money grants ranging from \$1000 to \$2500, the majority being under \$2000.

Part II reveals that educational institutions, including a few art and theological schools, have at their disposal between 250 and 300 fellowships which may be used for study abroad. About half of these awards carry a stipend of less than \$1000 and the rest between \$1000 and \$2000, although there are a few as low as \$250 and a limited number over \$2000.

The bulletin gives the necessary information, including academic requirements and time and place for making application.

#### NATIONAL RESEARCH COUNCIL, FELLOWSHIPS

The report of the Chairman of the Council for October, 1932, shows 57 current appointments in physical sciences, including 49 in the United States and 8 abroad; 17 in medical sciences, including 3 abroad; 62 in the biological sciences, including 11 abroad. The total number of past and present fellowships are physics 151, chemistry 149, mathematics 83, medical sciences 195, agriculture 26, anthropology 15, botany 65, forestry 2, psychology 64, zoology 91.

#### CARNEGIE CORPORATION, ANNUAL REPORT

Appropriations amounting to \$5,256,000 to colleges, universities, and other educational organizations were made by the Corporation during its fiscal year ending September 30, 1932.

Library activities received \$873,000, one quarter of which was for purchase of books in twenty-one four-year liberal arts colleges, scattered in fifteen states. Two colleges—Lafayette and Wesleyan—received \$150,000 each for endowment of the college librarianship.

Three other institutions received endowment grants for various purposes: Stanford University, for the Food Research Institute, supported for a decade by the Corporation and now turned over to the University, \$750,000; Upper Canada College, \$150,000; and Atlanta University, for endowment of a professorship in the school of business, \$100,000.

The list of gifts devoted to scientific research includes subsidies for investigations of cosmic rays, on leukemia, solar radiation, cortin, vitamins, velocity of light, and in metallurgy; to educational research looking toward the improvement of instruction in colleges and universities, cooperation between secondary schools and colleges, appraisal of techniques of educational guidance, internal administration of colleges, effect on character of different types of education, economic factors in the practice of medicine, mental disorders, the psychology of later maturity, and the like. These account for \$656,000.

Adult education, for which the largest grant was \$150,000 to the American Association for Adult Education, received a total of \$368,500.

In the list of institutions receiving aid for development of their

fine arts programs are found: The University of Alberta, \$30,000; Brown University, for a cooperative arts program with the community, \$15,000; the College Art Association, for various activities, \$55,000.

The Corporation administers under its charter two funds: a major one, the income of which is to be spent in the United States; the other of \$10,000,000, of which the income is applicable in the British Dominions and Colonies.

#### ROCKEFELLER FOUNDATION, ANNUAL REPORT

During 1931, the Foundation appropriated a total of more than \$18,000,000, distributed among the fields—the humanities, public health, medical, social, and natural sciences. The increasing worldwide interest in social and economic problems was reflected in the appropriation of nearly \$6,000,000 for the social sciences.

The Foundation regards the development of institutional centers of research and training as the most important single element in its program in the social sciences. Among the institutions aided were the University of Chicago, Fisk University, the Brookings Institution, the London School of Economics and Political Science, the American University of Beirut, and Nankai University.

The Foundation also made appropriations to the Social Science Research Council for its research and fellowship program. During 1931, 95 fellowships were awarded by the Council to American students, for study at home and abroad. In addition, the Foundation awarded directly 133 fellowships in the social sciences to foreigners, mostly European, of whom 65 studied in the United States.

In the field of the humanities the largest single gift was made to Oxford University, to which the Foundation appropriated \$2,300,000 for the development of the Bodleian and other university libraries at Oxford.

During 1931, the Foundation supported and administered directly 89 fellowships in the medical sciences and 35 in nursing. In addition, it supplied funds to the National Research Council and to the National Committee for Mental Hygiene for fellowships for Americans, and to similar organizations in other countries for fellowships for citizens of those countries. In all, the Foundation provided, during 1931, a total of 353 fellowships in the medical sciences, through which it was hoped that young men and women in many countries

might be aided in preparing for careers in research in the medical field.

#### CURRENT REGISTRATION IN HIGHER INSTITUTIONS

Decreases of  $4\frac{1}{2}$  per cent in the number of full-time students and 7 per cent in grand-total enrolment, as compared with last year, are shown in reports received from 438 approved colleges and universities in all parts of the United States for November 1, 1932. The numbers this year nevertheless total higher for these same institutions than in 1927, so that the plateau of higher education in this country is substantially maintained.

The current figures are 568,169 full-time students, and a grand total, which includes part-time and summer-school registration, of 855,863 who are enrolled in 99 universities, 280 colleges, and 59 technical institutions on the approved lists of the various regional associations.

The returns this year are classified and analyzed on a new basis. They are grouped for universities and large institutions of complex organization, with 52 under public control and 47 under private control; colleges of arts and sciences, 280; and technical institutions, including technological schools and teachers' colleges, 59. Fifty-one universities under public control have 8698 fewer students than in 1931, or 4.4 per cent decrease; 46 universities under private control have 7268 fewer students, or 4.3 per cent decrease; 274 colleges have 4934 fewer students, or 3.4 per cent decrease; 59 technical institutions have 5460 fewer students, or 7.0 per cent decrease.

In the 21 teachers' colleges classified under technical institutions there are 21,582 full-time students, or 817 fewer than in 1931, a decrease of 3.7 per cent.

The ten largest liberal arts enrolments are reported by the following: University of California (at Berkeley and at Los Angeles), 11,157; New York University, 4891; The City College (New York), 4666; Minnesota, 3971; Michigan, 3667; Texas, 3638; Wisconsin, 3395; Harvard, 3390; Illinois, 3229; Stanford, 3211.

The five largest non-professional graduate schools are as follows: Columbia, 2719; California, 2552; Pittsburgh, 1443; Michigan, 1417; Chicago, 1294.

In the great majority of summer schools the 1932 attendance was below that of 1931. The five largest summer sessions were at these

universities: Columbia, 11,559; California, 6042; Minnesota, 5068; Chicago, 4873; Ohio State, 4448.

RAYMOND WALTERS, *School & Society*, vol. 36, no. 937

#### MEETINGS AND VISITS

The annual meetings of the Association of Land-Grant Colleges and Universities and the National Association of State Universities were held consecutively in Washington, November 14 to 18. The program of the former included a report of the Committee on Economic Conditions, as it affects land-grant institutions, and a paper on the readjustment of our curricula to meet the new economic situation, by President A. M. Soule, of the Georgia State College of Agriculture and Mechanic Arts.

The Association of State Universities held a discussion on state universities and the economy program, with addresses by the presidents of North Dakota, Indiana, Georgia, Penn State, and Washington.

The New York University Conference on the Obligations of Universities to the Social Order was held in New York, November 15 to 17, with sessions devoted to "The University Today, Its Aims and Province," "The University and Economic Changes," "The University and Governmental Changes," "The University and Spiritual Values," "The University in This Changing World." Some of the addresses have been published in *School and Society*. Of particular interest to this Association are addresses by Chancellor Capen and President Swift, of the Board of Trustees of the University of Chicago, commending, with certain reservations, the work of the Association.

In connection with attendance at this conference, the General Secretary was a luncheon guest on successive days of the chapters at Brooklyn Polytechnic Institute and The City College.

## EDUCATIONAL DISCUSSION

### THE QUEST FOR ACADEMIC POWER

A music-hall wit who has taken London by storm recently tore his audience wide open by saying in true English drawl: "Darwin has told us where we came from, Conan Doyle has told us where we are going, and if Stanley Baldwin will tell us where we are, I'll buy him a new top hat." In the kingdom of higher education we have no Darwins or Conan Doyles, and it is doubtful whether there are any Baldwins among us to win shiny plugs. Yet it is certainly appropriate that some one should have recourse to first principles, take our bearings as accurately as possible, and provide us with a sailing chart containing at least general directions and notations of dangerous reefs. The task is difficult, no doubt, and the educator who rushes in where angels fear to tread will probably run the risk of amusing his colleagues who sit snugly ensconced in their specialist corners. It is easier to ascertain the price of cotton in Alabama from 1850 to 1852 or to measure the length of frogs' legs in Ireland than to find out what education is and might be; but, despite our desire to escape the problem, the issue presses itself upon us with increasing insistence. It is fortunate that the American Association of University Professors now has the courage to tackle it.

From Aristotle to Henry Adams the world's great and independent thinkers have found in the universe about us evidence of plan and evidences of chance or chaos—at least as far as the human eye can see. And in illuminating particular segments of this life of law and chance they have employed the lamp of experience. The method applies to the question before us. In getting our bearings we may first have recourse to some pages of history which help to explain the situation in which we now find ourselves.

There was a time in Western civilization when the term "university" had a rather definite connotation. A university was a place where young men learned a little Greek, Latin, mathematics, and New Testament literature, and prepared for the profession of law, medicine, or religion. It never was just so simple, of course, but somewhere near this center lay the substance of the university. In such institutions all tutors taught all the subjects. They thus had a common background for thinking; they were united by common intellectual bonds; and their problems of living and working together, apart from squabbles over preferment, were relatively easy

of solution. Moreover, they were in the early days united by a common faith. They were not beset by skepticism or torn between a variety of sects each affirming its own truth; they were seldom harassed by economic doubts, honest or dishonest. And to make the going smooth they governed themselves without the aid of trustees, deans, assistant deans, provosts, presidents, doormen, and bell hops.

Upon this idyllic scene the modern age burst with shivering blasts. With a devastating sweep came natural science. It upset much that had been accepted as fixed beyond question. It did more. It introduced the method of microscopic research. With amazing rapidity, natural history, which was once taught in its majestic range by retired clergymen, was broken up into innumerable specialties—botany, biology, zoology, chemistry, physics, anthropology, and so on. Of necessity, the scientist, with truth about particular matters as his goal, sought to explore deeper and deeper the utmost ramifications of his subject. Only in that way could he find new truth, add to the sum of knowledge, win fame, secure promotion, and establish himself securely in his profession.

Just as the scientists began to tear the old learning apart, the professions began to multiply with the growing complexity of our mechanized economic order. New opportunities opened before students in colleges, and nothing was more natural than the demand that their education should bear some relation to career. It always had. Greek and Latin had been indispensable to lawyers and clergymen. So the old four-year unitary classical course was whittled away, and new bits of stucco were added to the ancient ruin as supposed supports for the professional disciplines.

Meanwhile, with the extension of human knowledge, new specialties broke down the simple humanities of the classical tradition. History, economics, politics, literature, philosophy, psychology, and all the other items appeared in the curriculum. As each was established, it began to split. Obviously, history was too vast for any human mind; so it was divided into periods. One professor concentrated on Pericles, another on Louis XI, and a third on President Harding. Besides horizontal splits there were perpendicular cleavages as different varieties of interpretation intruded themselves. There might be an economic interpretation of Caesar and an application of the Freudian method to his achievements.

To make a long story short, the university ceased to be a place where a few scholars, all trained in the same way, taught substantially

the same subjects, to pupils united by common bonds of discipline. It became the home of hundreds of specialists and thousands of students also specializing, at least by the sophomore or junior year. Some were working feverishly on invertebrates in Tahiti and others on the arts of the beauty shoppe. The only universal intellectual interest was football. Neither professors nor students spoke a common language, save of a low denominator. They revolved around no general center of intellectual and moral gravity.

As the chaos spread the government of the university changed. For government by the fellowship of scholars was substituted government by a board of trustees and a president. The trustees were united by no common bond of identical intellectual discipline. They gave little or no attention to the educational side of management (for which the institution was supposed to exist), except when there was trouble, when some professor said or did something out of the ordinary which shocked friends, founders, and benefactors. The president acted as a kind of buffer. He was seldom a dictator, for, whatever his personal desires, he usually found himself hemmed in on all sides by the pressures of special interests in the faculty and the board of trustees. Thus it happened that chaos presided over chaos. The powers of order were brought to bear only when there was some unusual disturbance—when a professor expressed doubts about the intellectual advantages of military training or the beneficence of British rule in India. In such circumstances the professor, who had once taken part in self-government, became a kind of hired man to be fired without notice by his employers—the president and trustees—if he said anything extraordinary, either wise or foolish. Safety, then, lay in a still more extreme specialization or in using the patois of the lowest common denominator in the community. For the seeker after truth to discover anything not known to the village clergyman or the man in the street became perilous.

Under this system great things were done. Our knowledge of the material world was enormously increased. Our knowledge of the humanities was widened and deepened. Huge sums of money were collected for the increase and diffusion of learning. Magnificent buildings were erected. Libraries and laboratories were multiplied. The facilities offered to students were enriched beyond dreams of avarice. As the center of gravity split into a million fragments, the appearances of masonic solidity took on the mien of eternity. In the golden glow of the Indian summer which marked the passing

Victorian age we were all happy children of light. The few skeptics who suggested that world-shaking changes might come were regarded as disturbers of a perfect disorder of things.

Then the Great War exploded. A number of professors who were unable to take the official thesis at face value were rudely dismissed without a hearing and sent into outer darkness. A few fled from academic halls to seek peace in sylvan retreats. In time inquiry was made into the status of the teacher. The Association of University Professors was developed—a professional organization. As seemed appropriate in an industrial society endlessly torn by labor disputes over the distribution of wealth, the field of education became the scene of contests waged in worldly language and with worldly implements. The university president and trustees represented one set of vested interests and the professors another. To define and preserve and advance their respective interests became a matter of primary concern. For the peace and healing of learning was substituted the technology of conflict. This, too, was inevitable and not without its uses.

There seemed to be no way to resolve the antithesis. If the corporate financiers and managers were right, then it was the business of the professor to stick to his last and obey orders or take his walking papers papers without any question. If the professors were right, if the university existed for scholarship and the advancement of learning, as announced on various ceremonial occasions, then surely the scholars and teachers immersed in learning ought to form the governing fellowship and to act as judges whenever one of their number transgressed the bounds of propriety. "What," said the providers of money, "do you mean to say that we ought to pay a fellow for teaching things that we do not like?" "What," replied the professor, "do you mean to say that I, as a biologist in your institution, must make everything square with the Miltonic account of creation?"

A part of the trouble rose, of course, from the fact that in America little or no distinction has ever been made between teaching and the pursuit of learning, as Abraham Flexner has demonstrated with amazing illustrations. Fond parents want their boys and girls brought up in a fashion that will fit them neatly into the little social niche in which they are to live, move, make money, and have their being. There is nothing strange about that. But professors who study all systems of philosophy or religion or economics or politics or psychology find it extremely difficult to cramp their discoveries into

any parochial range. They cannot, in fact, if they are true to their vows and the business in hand. The original sin was committed, perhaps, when the university, in the German sense of the term, was placed in the midst of the college, and undergraduates from the provinces of life were brought into contact with a burning passion for universal knowledge. However that may be, we cannot retrace our steps.

It is highly desirable, to be sure, that this country should have at least one real university absolutely divorced from all undergraduate teaching and all professional interests, where the full responsibility for the advancement of learning would rest squarely upon the professors themselves. Such an experiment would be an important adventure in the realm of the spirit. It might disclose, for example, the astounding fact that the way to the highest practicality leads not through the jungle of the immediately practical. But America is not likely to have a genuine university. We are a hustling people, highly impatient with the immeasurable and imponderable. We want our coupons paid on the day written in the bond (although, as things are now managed by practical men, many defaults occur), and we want our dividends quarterly. Since this is so, work must be done with things as they are; the antithesis between management and learning must be softened by other methods.

Something significant would doubtless happen if those on the opposite sides of the barbed-wire entanglement would ask themselves, sincerely, honestly, and under the eye of eternity: "What, after all, is the supreme duty of intelligence and the ultimate function of the university in the universe?" It would be interesting to catch a few university presidents off guard, a few deans disengaged from registration cards, and a few professors not busy with splitting hairs already split a thousand times, and to hurl this *elenchus* into their midst. Some would laugh, no doubt, others would suddenly remember that they had a luncheon engagement, still others would think it "academic." But until it is asked with the kind of insistence which an Eliot or a Gilman could employ, it is not probable that anything really significant will take place in the American world of higher learning. Certainly, nothing significant will result from borrowing old clothes from Oxford colleges or importing methodology from Berlin.

From this point of view it is an encouraging sign that the members of the American Association of University Professors are cross-examining themselves. If they do it thoroughly they may bring

about a renaissance in learning in the United States. It is quite proper that they should stand together on matters of academic tenure and security, that they should protect one another against hasty and despotic action on the part of minorities on boards of trustees who stampede majorities and presidents into ill-advised decisions. It is quite proper that they should devise rules of procedure and principles for governing cases of inquiry and dismissal. It is quite proper that they should forever hold over the heads of administrators the sword of thorough investigation. Decency requires this.

They will grow into real power, however, when they come to think of themselves not primarily as teachers with jobs to hold but as guardians of the lamp of learning, when they, through their fellowship, draw together the broken and dissevered fragments of their several specialities, and arrive at some fundamental conclusions respecting the duty of intelligence and the function of the university. It is not by quarreling with presidents and trustees that they will arrive at authority. It is by making again a unity of spirit and purpose in higher learning. If, as possessors of minute specialized knowledge, they are unable to reach any consensus of opinion respecting the things of the mind that ought to form the center of education and respecting the methods of imparting this truth to youth, then they will be governed by the possessors of material and legal power. If, on the other hand, they can, by much counsel and searching of hearts, produce a working unity, imperfect, of course, because human, they will enter upon their heritage by becoming the university. Here as elsewhere those govern who can.

When the members of the Association begin to think long and hard about this issue they will find themselves face to face with fundamental problems in philosophy: the nature of intelligence and the relations of man to the world in which he finds himself. No science, however indispensable it may be to the process, can furnish the clue. No arrangement of data, however well isolated and observed, can supply the laws of guidance. Science is neutral with respect to the choices of the human race. When it ceases to be neutral, it ceases to be science and becomes something else. Science can serve purposes. Thought, will, desire, dreams, and hopes must discover and affirm them.

To be effective, however, purposes must coincide with realities and potentialities actually before us. Otherwise they are utopian. They must be related to the inherent and intrinsic nature of the vast com-

plex of things—the complex of which the several specialties represented by the departments of universities are branches or divisions arbitrarily carved out and separated from the living whole. In part, then, the problem is one of drawing together again the various dissevered fragments of learning. Walter Pater states the case:

The various forms of intellectual activity which together make up the culture of an age move for the most part from different starting points and move by unconnected roads. . . . There come, however, from time to time, eras of more favorable conditions, in which the thoughts of men draw nearer together than is their wont and the many interests of the intellectual world combine in one type of culture. . . . Here artists and philosophers and those whom the world has elevated and made keen do not live in isolation but breathe a common air and catch light and heat from each other's thought. There is a spirit of general elevation and enlightenment in which all alike communicate.

There seems to be no other way. If this is so, the renaissance in American universities must come, if at all, from an informal and disinterested association of those who lead in the various departments. No trustees can make it. No president can bring it to pass. The artificialities of faculty meetings are among the world's worst futilities. The rebirth cannot be forced in a hothouse; it must grow slowly and naturally out of the fusion of many flames into a larger illumination. The Association of University Professors, combining all specialties and all interests, forms the appropriate circle for drawing together those whom man should never have sundered.

CHARLES A. BEARD

#### AIMS IN COLLEGE TEACHING

The title of this essay, as I wish to explain at the outset, represents an attempt to maintain the traditional decorum of the college of liberal arts. What I was asked to discuss was the "objectives" of college education. The term "objective" clearly has an uncultured flavor. Perhaps the form of the request was dictated by a polite deference (likewise traditional) to the peculiar mentality ascribed to professors of education. Nevertheless, it was disturbing. Has the college of liberal arts been reduced to such extremities that it is growing insensitive to the barbarisms of pedagogical terminology?

There is considerable evidence to indicate that something is happening to our colleges of liberal arts. Until recently they held

themselves serenely aloof from the unseemly turmoil that was going on in the lower forms of education. Certain changes were indeed made from time to time in the college curriculum, but these changes were more in the nature of concessions to imperious demands than the fruits of inward conviction. But now we hear this unblushing talk about objectives; we note a disposition to distinguish between knowledge of subject-matter and ability to teach; we see various experiments in college education being undertaken; and, finally, we have the inevitable survey. The parallel to what took place below the college level is all too obvious. The time seems to have come to view with alarm.

It is to be hoped that the parallel will not extend too far, but there is considerable ground for misgivings. Apparently, the college of liberal arts is losing its sense of direction. Its old attitude of detachment is becoming increasingly untenable, but, so far, it has not succeeded in formulating a new program. Unless it engages in a significant reinterpretation of its purpose or aim, we can plot its curve in advance. It will inevitably develop, to an appreciable extent, the same pathetic faith in methodology, the same reliance on what Mr. Flexner calls *ad hoc* objectives, and the same obtuseness to its obligations as an agency for social reconstruction which we have witnessed in public education. There are indications that such a development has already begun. The college of liberal arts can save itself much grief and waste of effort if it will make a careful diagnosis of its ailment before it undertakes to find a remedy.

Being impelled by a spirit of helpfulness, I venture to offer the suggestion that the college of liberal arts is having trouble these days chiefly because it has forgotten what it is for. It is fond of reminding us that there is a difference between learning to make a living and learning how to live. A statement of this kind is not likely to arouse much opposition. But what is the nature of the difference? More specifically, what is the way of life to which the college of liberal arts proposes to lead the inquiring mind? What is its conception of a good life? I have made an earnest, sustained effort to get from representatives of our colleges a coherent and reasonably definite answer to this question, but so far without success. There is much talk of appreciation for the finer things of life, of open-mindedness and the scientific spirit, of sensitiveness to social obligation, and the like; but this kind of thing, I submit, is not an honest answer to the question. It is rather a misuse of English.

It was not so in former times. In the Middle Ages, so Huxley tells us, "culture meant saintliness—after the fashion of those days; the education that led to it was of necessity theological; and the way to theology lay through Latin."<sup>1</sup> Whatever the limitations of such an educational scheme, it clearly had the merit of definiteness. In its own way it provided a plan for an inclusive and unified way of life.

This intimate concern with a "way of life" continued as a characteristic and differentiating trait of liberal education for a long time. The Revival of Learning, with its emphasis on the glories of ancient Greece and Rome, was essentially a change of content rather than a change of type. Here again a way of life was mapped out, with a high degree of simplicity and clarity. The good life was made to center on the appreciation of the languages, the spirit, and the cultural achievements of antiquity. The simplicity of this program was, indeed, somewhat marred by the necessity of harmonizing it with the spirit of other-worldism embodied in the medieval conception of saintliness. But after a time a reconciliation was somehow achieved, and so the way was prepared for the conception of the Christian gentleman, which became especially popular with denominational colleges, and which set a new pattern for education.

With the rise of modern science, however, a more serious situation presented itself. The advent of science precipitated a prolonged struggle between "humanism" and "naturalism." The cultivation of the physical sciences seemed to have no very direct bearing on any way of life. Science can indeed make us acquainted with many curious and interesting facts; it can shed light on our origin, on the constitution of the atom or the solar system, or what not. But all this is, in a sense, irrelevant to the business of living. Science as science is just knowledge; it is of no great concern to anyone, except the specialist, until it has been made over into a way of life.

This, at any rate, was the position maintained by Matthew Arnold. When it became impossible to deny to science a place in the curriculum, he sought earnestly to lay down certain stipulations regarding the nature of that place. Science was to come in, not on terms of equality, but as hand-maiden to the divinity y-cleped literature. The task of relating science to other interests in such a way as to give it a human meaning was to be reserved for literature, and more specifically the classics.

For the generality of men there will be found, I say, to arise, when

<sup>1</sup> Essay on "Science and Culture."

they have duly taken in the proposition that their ancestor was "a hairy quadruped furnished with a tail and pointed ears, probably arboreal in his habits," there will be found to arise an invincible desire to relate this proposition to the sense in us for conduct and to the sense in us for beauty. But this the men of science will not do for us, and will hardly even profess to do. They will give us other pieces of knowledge, other facts, about other animals and their ancestors, or about plants, or about stones, or about stars; and they may finally bring us to those "general conceptions of the universe, which are forced upon us all," says Professor Huxley, "by the progress of physical science." But still it will be knowledge only which they give us; knowledge not put for us into relation with our sense for conduct, our sense for beauty, and touched with emotion by being so put; not thus put for us, and therefore, to the majority of mankind, after a certain while, unsatisfying, wearying.<sup>1</sup>

How science has disregarded this apostolic injunction to keep within its proper place is known by all men. Instead of being humbly content with a seat at the foot of the throne, it proceeded forthwith to establish itself as an independent potentate. The ideal of knowledge for its own sake proved to be stronger than the notion of knowledge as a means to a way of life. "Scholarship" and "scientific method" became terms to conjure with, and presently even literature began to pay tribute to the parvenu in the form of doctoral theses on literary topics, produced in a humble and frequently unedifying attempt to conform to the strictest canons of scientific research. Everybody became so thoroughly cowed that scarcely a voice was raised to question the transcendent merit of the passion for truth. And so another dimension was added to the temple of culture. The god of culture had grown into a trinity—piety, literary appreciation, and knowledge; with a strong hint that the greatest of these is knowledge.

This development, be it noted, marked a definite break with the older ideal. The conception of education as centering on a way of life no longer dominated the situation. Science set its own standard, which was of a very different kind. Having lost this first battle, traditionalism then proceeded to lose another, which completed the rout. In the wake of science came technological and industrial development, bringing with it new demands on education. New courses gradually found their way into the curriculum, ranging all the way from problems of capital and labor to bee-keeping and advertising. By this time the idea of education as a way of life had receded into the

<sup>1</sup> "Literature and Science."

background, and the defense for these new departures was made chiefly on the ground that they embodied applications of scientific method and had practical utility. In other words, utility, like science, began to insist on its own standard of value. Utility meant pecuniary profit, with no nonsense about it. The average college professor had an uncomfortable feeling that there was something wrong about all this, but he had become so befuddled and demoralized that he was prepared to yield if the pressure was sufficiently strong.

The net result of all this is that our conception of general education has become a collection of odds and ends for which it is impossible to have any profound respect. Instead of recognizing this fact, however, our colleges have been dominated largely by a spirit of ancestor worship. We have tried to be as faithful to the memory of the fathers as circumstances would let us be. Theological matters have lost much of their prominence in the curriculum, but we still accord them a certain measure of benevolent protection. The ancient prestige of the classics has waned, but we have done the next best thing by insisting on extensive requirements in modern languages, and by hardening our hearts against the grumblings of this perverse generation. On the other hand, we have made large concessions to science, but in extenuation it may be pleaded that the scientific attitude of devotion to truth holds in common with traditional culture the spirit of detachment from practical affairs. The concessions to the spirit of utility are perhaps harder to defend. The plain fact there is that we have come upon conditions and circumstances of which our ancestors never dreamed, and the pressure has been too much for us. "The woman whom thou gavest to be with me, she gave me of the tree and I did eat."

In view of this development, it is no wonder that there has been increasing dissatisfaction with the college of liberal arts. Its original unity of purpose has been completely lost. This fact can scarcely be disguised by vague talk about the breadth or background to be obtained from a college education. The vaunted breadth is not so much breadth as a confusion of breadth with variety. We have incorporated a number of diverse values into the curriculum by a process of compartmentalization. We teach a little of everything, and then we apparently expect the students to achieve out of the total mass of their learnings a synthesis which, up to the present, the college has been quite unable to achieve for itself.

This is bad enough, but it does not tell the whole story. The com-

partmentalization previously referred to becomes a means for concealing from the student the things that he is most in need of knowing, if he is to lead an intelligent life. The compartmental divisions tend to obscure the fact that these various values or interests are in serious conflict with one another. Traditional religion and traditional culture, for example, have never harmonized well. The one has its center in a realm beyond the skies; the other in a domain that does not pretend to be anything but a product of the human mind. It is one thing to derive our patterns and our inspiration from the Lord; it is quite another to derive them from the contemplation of the masterpieces of art and literature with which we have landscaped the realm of our imagination. Traditional religion and modern science do not harmonize, despite all the "reconciliations" that have come off the press. Our traditional conceptions of conduct and personal development are hopelessly out of tune with modern industry and business, where the law of the jungle still holds sway. The students, like the college itself, have inherited all these discordant elements, and no concerted effort is made to set them straight. They come in adhering to all these diverse standards, and they go out in essentially the same condition. They have secured no basis for intelligent living. The various elements in their education tend to neutralize one another, and so the final result is apathy or intellectual and emotional paralysis.

In brief, the basic trouble with the modern college is that, like Stephen Leacock's horseman, it rides off in all directions at once. If the college of liberal arts is to survive, it must recognize that it is confronted by a problem that is essentially new. By and large the educational patterns of earlier times were the outcome of social conditions and were supported by these conditions. At present we have a variety of such patterns, so that no one of them can set itself up as the model for our whole educational program. Neither religion, nor literary culture, nor science, nor "social efficiency," as these patterns have been evolved, is adequate to all our educational needs. Nor can we comfort ourselves with the notion that an eclectic sampling of these various fields constitutes a respectable education. The accumulation of credits may qualify a student for graduation; it does not qualify him for intelligent living. Our college courses need to be so revised that, besides giving competency in their respective subjects, they will also contribute to a more basic reconstruction of thinking. In a word, college education should be concerned primarily with the

task of assisting every student to develop an independent philosophy of life.

This statement of purpose or aim has an academic flavor, but its implications reach far beyond the academic domain. The different values or "patterns" maintain their relative isolation side by side in the college program, partly as a result of intellectual inertia, but also because they represent outside vested interests which insist on these separations. In other words, the college duplicates, in its own way, the vices of the social organization and helps to perpetuate them. In everyday life business and service, patriotism and scientific thinking, unemployment relief and economic individualism, religion and imperialism get along together pretty well if they are not permitted to mix. As long as they are kept apart, a person can accept them all and be very much at ease in Zion. Perhaps it is not too far-fetched to suggest that the curious lack of significant issues and the spirit of apathy in the recent presidential campaign, in these momentous times, is due in large part to this practice of compartmentalizing, to which the colleges have contributed their due share. There is no more effective device known to man for keeping troublesome issues out of sight. Conversely, a philosophy of life arrived at in the light of these inherent conflicts must necessarily, if it has any depth or meaning, be a kind of social gospel for the remaking of the world.

Up to the present the levels of education below the college have been much more sensitive to the changes in our intellectual climate than the college itself, although it must be admitted that they have usually failed to understand the import of these changes. If the college had been equally sensitive, its leadership in the work of reorganization would have been accepted with grateful welcome. A great deal of wasted effort, both tragic and comic in character, might have been avoided. Unfortunately, the college declined to recognize the existence of a problem and constituted itself the guardian of the eternal values. When students failed to show the right attitude, it began to wonder whether most of the students were not really unfit for college, anyhow. It will be time enough to consider that question after we have really begun to educate. In the outside world there is a growing realization that our traditional ways of thinking and acting are inadequate for dealing with new circumstances and conditions. In so far as any given type of education obstructs the acquisition of new modes of thinking, it becomes an

added burden and an added peril. It is peculiarly the function of the college to enable the student to discover that his spiritual heritage is a welter of contradictions and to assist him in the task of setting his own house in order. Such discovery and reinterpretation appears to be indispensable for intelligent participation in that remaking of our civilization by which we measure progress.

BOYD H. BODE

#### THE UNIVERSITY AND THE COLLEGE

Many of the more hostile reactions to the survey of college and university teaching by the American Association of University Professors have taken the form of a distrust of the possibilities of arriving at any improvement in college teaching. There are, the critics say, no proper definitions of objectives and no valid tests of good teaching. They deprecate generalizations without a complete evaluation and a complete analysis of all factors. The wide and necessary freedom of university research may, they think, suffer from any proposed methodization. They prefer to be left alone. One remark was, "It is more important that our university should go on its chosen way than that American college teaching should be surveyed or changed, for the rest of the country has more to learn from us than we have from them." The same educator said he had no objection to having other institutions study the methods of his institution provided they did not infringe upon its valuable time.

If this were merely self-satisfaction, it would be an interesting case; but there is much more back of it. This man and his fellows see that American university education must not be put in leading strings. They indorse whole-heartedly the proposition that graduate schools do not exist for the purpose of training college and university teachers but for the service of human culture, that universities must be the freest elements in a free society, and that scholars must be able to seek truth without trammels. On the operative side such men believe in standards and have a fine pride about their product, resolving that no man who is not worthy shall have the sanction of their degree.

Many of them in their hearts believe in F. L. Patton's famous thesis, that men of real learning are a small and self-chosen few. It follows that such men place small stress on teaching and great stress on learning. Is there any one so boldly theoretical as to question the rectitude and the sanity of these views? If not, it only remains

to be asked if the stern opinions of possibly the largest number of the most important scholars are irreconcilable with another ancient function of institutions of higher education. This other function is too well known to demand careful analysis. Possibly its fundamental element is in the fact that colleges deal with youth; from this arises the opinion that colleges and universities have a social as well as a scientific function. Most of us think that if the youth are well handled there will arise from awakening or cultivation a larger number of the best minds than would emerge without our institutions and their services. The actual number of scholars may be increased, the general level of a more ordinary intellectual life may be raised, fewer misfits may cumber the earth, and practical culture may be improved by being disseminated. This social function has been somewhat cynically described as the duty of providing an asylum for the youth of the land during that most dangerous and socially obnoxious period known as later adolescence and still more cynically by the enthusiastic alumnus who said of coming to college, "'Tis better to have come and loafed than never to have come at all." In America we are sick of the social disease of attending college because it is the thing to do. The disaster of articulating our universities with our schools, so that it is one educational system through which the student may proceed with one unthinking step after another, is about to overwhelm us. But whether we like it or not, colleges and universities will continue to function as social units. The numbers are there and will probably continue to appear. They refute the theory of an institution of learning devoted solely to learning.

In any case, the questions submitted by the Association to its chapters and sometimes regarded as impertinences are not new. Ever since the beginning of the century the opinion has been abroad in the land that college teaching is not so good as it ought to be. What is the matter with it? What is meant by "good?" How should we proceed to cure the defects? These questions have been answered locally and generally, experimentally and theoretically, in a variety of ways. These ways are often worth studying. No complete answer has been found, and one may safely predict that none will be found. One is contented with asking whether it is believed that American college teaching can be improved and with saying that in some opinions it has been improved and is now being improved. It is not, however, methods and general possibilities which are of interest here; it is the issue itself, the issue between scholarship, standards,

discipline, and student self-dependence, on the one hand, and teaching, moral suasion, and the regulation of college life, on the other. In the light of the history of English universities, it might be called the issue between the college and the university. Viewed thus historically, there is an issue, and I believe it can be shown that in American college education we ought to regard, and in fact do regard, both sides. Perhaps we can go further and say that, as long as we maintain full normal curriculums and general student bodies, we find it unsatisfactory to disregard either aspect.

I think we may assume that the relation of true learning to student life was not different in sixteenth-century England from what it is today. The universities devoted themselves to practical ends. Law, medicine, and theology were the common roads to success in life; and large numbers of students must have assembled, professedly to pursue learning, but really to establish themselves in one of the favored professions. Probably many of the students did as little in study as they could possibly do and yet conform to regulations. The acts of the congregation at Oxford indicate great slackness in the too ready granting of dispensations and other matters; so that we may believe, in general, that there was at all times a certain measure of official corruption, inefficiency, and inconsistency. The system of requirements, exercises, and tests was certainly too elaborate. It had grown up through three centuries, and, although it is usually marked with the finest integrity, with the most jealous regard for true scholarship, in the sixteenth century it was old and inadequate. This was not the only misfortune of the sixteenth-century university, since it had also been relegated to the background as a teaching agency.

Bacon's famous criticism of the state of higher learning in the second book of the *Advancement of Learning* is mainly institutional. He dwells on the smallness and meanness of provisions for university support, the youth and inefficiency of teachers, vain and misdirected efforts, and mistaken ends. I have not been able to find in Bacon any indictment of schools and colleges on the ground of idleness and dissipation. He may have taken a certain amount of this for granted and thought of it as of no importance. It may equally be indicative that the universities as Bacon saw them were busy places and full of zeal for learning; as he saw it, it was a zeal often misplaced and misdirected. Indeed, Bacon seems to give a reflection of another and pleasanter side of the academic life he had known. The things

he represents his ideal college as engaged in were, he thought, within men's power to effect. His new Atlantis is definitely corrective, on the intellectual side, of English colleges as he knew them. There is no indication that he means to correct, or possibly greatly modify, English colleges on their social side. In his ideal institution there was to be found a partnership in intellectual enterprises, piety, sobriety, gracious courtesy, hospitality, and a sort of Aristotelian magnificence, which, neither in detail nor as a whole, fail to suggest the greater collegiate foundations of Oxford and Cambridge.

There are, as before stated, two main ways, and only two, by which universities and colleges can secure conformity to academic traditions and ideals. They are complementary to each other and both necessary. One of these has to do with the regulation of the student's life and the exercise on him of some degree of moral suasion. It usually provides acquaintance with learned men, often friendly intercourse with them; and in this relation the college stands, and has long stood, *in loco parentis*. By itself it can be made to be effective, but, largely because of inevitable narrowness of point of view and because of relations to similar units in the territory, the collegiate unit unassisted seems so far not to have been adequate to the performance of the larger and profounder duties of universities as promoters of the highest learning. Owing to the fact that it depends for its power so largely on acquaintance and other personal factors, which are themselves limited in their scope of operation, this type of discipline is most effective in small bodies. Such small bodies have in practice long been assisted and regulated by a central responsible body which imposes tests and erects standards of achievement. It was the need of such a central body which brought into existence the *studium generale* of the Middle Ages. The sixteenth century saw the decay of the university and the triumph of the college, and the result, broadly speaking, was two hundred and fifty years of comparative stagnation.

In the earlier centuries the university was predominant. It furnished instruction, it regulated the behavior of the students, and passed upon their fitness to take degrees. As time went on the colleges grew richer and more powerful than the university to which they belonged and seem to have assumed more and more the duties and responsibilities of the university. Perhaps one might say that for centuries after this result was achieved college faculties operated the university as an adjunct to the colleges, for the university as such

had little vitality. During the sixteenth century both the university and the separate colleges did precisely the same things, except that the university through its congregation had the responsibility for administering degrees.

Permanent professorships were few, and the inadequate system of teaching by regent Masters of Arts still prevailed in the university, so that the colleges which did their work much better eclipsed the university. In the sixteenth century the college had already shown its superiority as a teaching instrument, although the issue was not finally settled and the university was not yet relegated to the formal position as a body for extra-collegiate discipline and examination which it was to occupy through the coming centuries. The small size of the colleges enabled them to exercise academic functions of the first class described with far greater efficiency than the university and its faculty. Already the recommendations of the colleges as to the fitness of candidates for degrees had become a matter of the utmost importance to the university, and England unfortunately contented itself with an institution whose only merit, when it had a merit, was good teaching.

From the very beginning the ideal place and function of Oxford and Cambridge colleges were given their general character by Walter de Merton's plans for the college which bears his name. The statutes of 1274 furnished the model for the first Cambridge colleges and entered fundamentally into all subsequent collegiate foundations. They created a "corporate fraternity, with common life, common property, and a common head." The statutes of Peterhouse at Cambridge (1338?) were based on those of Merton College. King's Hall, Gonville Hall, and Clare Hall followed the same pattern, as did most Oxford colleges. New College, Oxford, founded in 1380 by William of Wykeham, established a new model by its noble proportions, its wealth, and its secularity; the statutes of King's College, Cambridge, were based on those of New College, Oxford. The famous and benevolent Dr. John Caius refounded Gonville Hall, Cambridge, in 1558, giving the college a great portion of land, a good building, "cordial" statutes, a new name, and coat of arms. The statutes show that the college operated after the best models of its time.

It and other sixteenth-century colleges provided curricula for their students in addition to the courses of instruction offered by the university, with lectures, repetitions, and disputations. They set

standards for their faculties and for entrance, assumed full responsibility for their students, took their responsibilities seriously, and provided work to be done. This was possibly because, having students on the ground, it was and is necessary to keep them busy; the students were accessible. The reputation and standing of the college also needed to be maintained, for there are and have always been in every academic society a fair percentage of persons who stand vigorously for the disciplinary side of academic life. It is tentatively suggested that what English higher education lost by the subordination of the university to the college, or rather what it failed to achieve because of the subordination, was the influence in science and the arts of a great and varied and yet united body of learned men all moving toward the highest levels of scholarly achievement.

The situation here depicted has its American aspect, an aspect which emerged through the centuries and became obvious with the growth of numbers in American colleges at the end of the nineteenth century. American colleges were established as single units, the earliest after the English model. It is interesting to observe that our forefathers did not establish universities, possibly because, as compared to the colleges, universities were relatively inconsiderable and unimportant. Eventually many American colleges were assailed by numbers and, as colleges, were in the way of being overwhelmed. They met the danger in various ways, having first introduced a true university conception from the continent of Europe, where in contradistinction to England the university idea had overtopped and destroyed the collegiate idea. And yet the Americans did not dismiss the collegiate ideal.

The characteristic defense set up by the American college against destruction by numbers was the quickening of the college as a social unit, the codification of its social ideals, and the enforcement of them on greater and greater bodies of men. In one famous institution in my time social proficiency under the caption of college spirit had assumed heroic proportions, so that never was the power of American assimilative ability more wonderfully illustrated. Students knew and often called by their first names some four or five hundred classmates, besides other familiar acquaintances. They prided themselves on doing this and made heroes of certain teachers who possessed the gifts requisite for wide sociability. In such circumstances athletics became the symbol of a religion of college loyalty.

In such places the strain began to wear, however, and it was ap-

parent that student attention was too much diverted from the life intellectual. Education in the arts and sciences suffered; it became harder and harder to maintain fair standards of work, and older, simple ideals were felt to be inadequate for such large and complex societies. The faculties of these overgrown American colleges were not slack about attempting to remedy the defects of their situation. The Princeton Preceptorial System was one of the earliest intelligent attempts to solve the problem, but there were many others. The work still goes on apparently with increasing success. There is much discussion and experimentation with methods of teaching and with teacher training. There are tutorial systems, honors courses, experimental colleges, and experimentation with different subjects, such as engineering, science, and modern languages. Such questions as the size of sections, the teaching-load, independent study, the rating of teachers, and the recruitment of the profession are up for consideration. We are even asking ourselves what good teaching is.

It is obvious that in our ambition we wish to combine the advantages of a great free institute of the highest research with the neat and tidy merits of a small and select college. No one knows whether or not this can be done in any appreciable measure, and yet every one ought to recognize it as a noble aspiration. I sympathize deeply with both sides, with those who want better teaching and those who want high standards and perfect freedom, but more deeply with the latter group. I should like to see the university take on the graces and efficiencies of the college and the college take on the serious importance of the university, but I am unwilling for our highest education to be cramped by any sort of formalism. This statement reveals at least a sympathetic understanding of the lordly gentleman whose attitude was described at the beginning of the paper.

From one point of view the task before us might be described as an adjustment between the functions of the university and the college so that the ideals of both may be realized.

HARDIN CRAIG

#### EDUCATION VERSUS TRAINING

##### *A Consideration of Purely "Cultural" Courses and "Preparatory" Courses*

One of the serious problems which confronts our educational system from kindergarten to graduate school is that of arranging the

curriculum at each level so that the instruction given shall be equally suitable for those who go on to higher levels and those who do not. Apparently, most educators regard the problem as insoluble. They, therefore, conclude either that almost complete differentiation for these two classes of students is necessary, or, if that is not possible, that the supposed needs of the larger groups should be met.

Only a small proportion of high-school graduates go to college. For the remainder there has been much diversification in the high-school curricula to the end that the graduate may, so far as possible, be specifically prepared for the particular position which he is to take upon graduation. A quite different course is to be followed by those who intend to go to college. At the college level there is not infrequently a fine distinction drawn between courses intended for those students who wish to prepare for more advanced work and those who are interested only in acquiring a cultural background. Indeed, highly diversified courses are very frequently offered for the benefit of the first-mentioned group. Thus we have special courses in physics for embryo physicists, another group of courses for engineering students, still other groups for students of home economics and for pre-medical students. Generally speaking, the student in the liberal-arts college who has definitely decided that he will not enter the graduate school is advised to follow a course of study quite different from that thought more suitable for the student who continues for more advanced work.

In part, these specialized offerings result from such complaints as the following: The teacher of mathematics for engineering students complains that his students come from the high school poorly prepared in the more elementary mathematics courses. The teacher of physics complains that the teacher of mathematics does not give the student a training in mathematics adequate to prepare him for the study of physics. The teacher in engineering complains that his students are poorly prepared in both mathematics and physics. And the employer of engineering graduates quite commonly feels that he has to undertake the real job of teaching engineering to his young employees.

Now, is all of this diversification in the respective curricula necessary? Is not the high-school graduate who has had a college preparatory course just as well, or perhaps better, qualified to become a clerk in a shoe store as one who has had a commercial high-school training? Is not a general first course in college physics entirely

suitable for each of the groups for which special courses are now offered? Will not the student who leaves college with an A.B. degree be just as well prepared for his life work if in his junior and senior years he has followed a grouping of courses suitable as a preparation for graduate work?

I am disposed to raise these questions rather than to answer them. My own thinking leads me to the conclusion that in all parts of our educational system there is unnecessary duplication of effort and waste resulting from too highly specialized offerings. The waste arises from two quite different sources. In the first place, at all levels in the educational system this diversification results in an artificial multiplication of courses. This in turn entails additional expense without a corresponding increase in the quality of instruction. Indeed, it is probable that in many cases there is, in spite of the increased cost, a noticeable lowering of the quality of instruction when several specialized courses covering the same field are given to different groups of students. True, there may be some compensatory gain arising from the fact that the special student, say an engineering student, is more likely to take kindly to a basic course such as physics if he knows (or thinks) that the course is specially designed to meet his needs. But this imagined advantage is more than offset by the fact that the more specialized such a basic course as physics becomes the less fundamental it is likely to be and therefore the less valuable as a preparation for any kind of professional work.

A more serious waste arises from the fact that the specialized courses and curricula make it more difficult for a student to change his educational program, as, with greater experience in and contact with the subject-matter of school or college, he is enabled to reach a better decision as to the fields of his major interest. The graduate of the commercial high school does not find it easy to enter college. The liberal-arts student may find that the course in physics which he took will not admit him to the engineering school. The Senior preparing to leave college on graduation may find in his last term subject-matter of such interest that he would continue in graduate work had his preparation therefore been suitable. One purpose of both high school and college should be to give the student an opportunity to become acquainted with various possible fields of life work so that he may make a choice more in accordance with his interests as they develop. We should not put artificial barriers in his way to prevent him from making such changes as are to his (and society's) best

advantage. We should not expect the high-school freshman to know, positively, whether he intends to go to college. The college sophomore who suddenly finds a new and compelling interest should not find a change of program too difficult.

Of course, it will be admitted by every one that we must have some diversification in our educational system. We need engineers, lawyers, physicians. There must be schools of engineering, law, and medicine in which to begin their education. Some students who enter the liberal-arts college will become geologists; others, economists; still others, professors of Greek. But the tendency in recent years to provide highly specialized basic courses for each narrow professional group seems to arise from an erroneous concept of the real purpose of the training which school or college can give.

Probably every educator would agree with the statement that it is quite impossible in four years of high school and three or four years of college to give a student information enough to last him a lifetime; to enable him without further study to enter upon a successful career; indeed, that it is not the purpose of a course in school or college to provide him with information at all, but rather so to sharpen his latent intellectual ability that he may, upon graduation, be prepared by independent study and observation to acquire the real education necessary to the conduct of his business or profession. The remark frequently made by the commencement speaker that the student's real education begins, not ends, on commencement day is a truism usually forgotten until the next commencement.

In this connection, certain trends in engineering colleges are significant. A couple of decades ago there were various specialized groups of engineering courses one of which the student was required to choose for concentrated work during the junior and senior years. He had to decide after two years of study whether he wished to become a railway mechanical engineer, a marine engineer, a heat-power engineer, or a mining engineer. Realizing that frequently the subject-matter of a student's course bore little relation to the subject-matter of his life work (indeed, that many graduates of engineering colleges do not follow engineering at all), schools of engineering have wisely reduced the number of these specialized offerings and have made the instruction correspondingly more general and incidentally more valuable.

It is quite possible that the young high-school graduate with a specialized training may be in better position to get a job than the

one whose training has been more general. Perhaps the young shoe clerk will make a better showing for a year or so because he took the commercial course in high school rather than the college-preparatory course. But we should not be particularly concerned with getting jobs or with initial success. We should be much more concerned with preparing students to hold jobs and to become successful men and women. We should give them a broad background of interest, not a narrow training. We are equipping students for life, not merely for the first few months of life after graduation.

Granted these things, we would agree that the factual content of curricula is relatively unimportant. We should, at all levels, emphasize the primary purpose of a so-called "education;" namely, to give the student a stimulus and a guide to greater intellectual activity, and to see to it that this activity continues throughout his life. Four years of high-school Latin, properly taught, may likely be of more lasting value to the clerk in the shoe store than two years of bookkeeping and business methods.

Again I raise the question: Is not the course of study requisite to enter the next higher level of our educational system at least as adequate as a training for those students who do not continue farther? As Newton said two centuries ago, "I leave these hints to be examined and improved by the farther experiments and observations of such as are inquisitive."

F. K. RICHTMYER

## REVIEWS

### FUNCTIONS OF THE FACULTY: THE WORK LOAD

*Functions of the Faculty: The Work Load, A Historical Survey*, by C. S. Yoakum, Vice-President of the University of Michigan and Director of Educational Investigations. The University of Michigan Press, 1932.

"In 1927 the Board of Regents [of the University of Michigan] formally approved the establishment of the Bureau of University Research to study the educational activities of the University and to serve as a fact-finding unit for faculties and administrative officers." In a reorganization of 1930, this Bureau was continued under one of the vice-presidents of the university. "Under Educational Investigations, research activities that normally precede the formation of educational policy will be conducted. The work is planned to furnish technical assistance to the administrative staff on questions of internal organization and, in cooperation with faculties and individual members of the faculty, to study matters relating to education at the university level."

That is a sound conception of how fundamental university policies ought to be arrived at. And the present study tends to justify the idea. It is significant also that this study of the teaching load is number two of the first volume of "Administrative Studies." From the administrative point of view, the teaching load is, and must be, one of the most fundamental problems.

The point of view and the conclusions of Vice-President Yoakum are clearly stated in his foreword.

"This pamphlet is a brief summary of material relating to the work load of members of faculties in institutions of higher education. It is confessedly incomplete, since its purpose is to summarize the trend of thought on the subject rather than to make an exhaustive historical approach. We believe the major points of view are illustrated. The details are to be found in the short bibliography at the close. If this statement proves to be a reasonably accurate reflection of current thought, it is easily noticeable that the ground is barely broken in the search for a solution.

"The data and discussion here presented bear mainly on the question of adjustment of work loads. Problems of cost accounting, of efficiency, of justification of educational expenditure are not considered. Members of a faculty, like others, are affected by the

many legitimate, and otherwise, demands made upon their time and energy. How can their most essential functions be protected?"

These things the study does in sufficient detail to justify its conclusion that "the ground is barely broken." To the study itself the interested reader must turn for a competent summary of what has been done upon the problem of the teaching load. The significant fact for our Association is that after a review of the evidence, Vice-President Yoakum concludes: "The reports of Committee T for 1930 and 1931, which deal with 'Normal Amount of Teaching and Research' are certainly expressions of a part of the views held by faculties. . . . The two reports covering approximately fifteen pages of the *Bulletin* might properly be the summing up of much that has been presented above. Neither of the statements is well documented, and most of the references mentioned are not available to the general reader. Nevertheless, there is no question in the minds of Committee T of the importance of the matter of determining the proper units of measurement as a protection to the instructing staff.

"One or two quotations will indicate the trend of the argument. A full reading of the two documents is, however, desirable, if a complete understanding of how entirely in accord faculty and administrators are on the question of scientific analysis as a desideratum for stating and defining matters related to total time load." Vice-President Yoakum then quotes significant passages from the reports of Committee T, with the resultant recommendations, and gives the action of the Association upon the matters involved. His concluding sentence is, "Both administrators and faculties are left with the words of the 1926 Indiana survey sounding in their ears, 'Since in all American institutions the service loads are adjusted without full regard to the actual work done by individuals, there is no evident ground for criticizing the institutions of Indiana.' "

It is probably important to point out here that the "documentation" of the Committee's reports purposely lay in the breadth of experience of its personnel. Therein lies the value of its opinion. By whatever peculiar chance the ex-chairman was designated—he himself has never been able to guess—at least the members of the Committee were carefully selected to represent different types of teaching experience. The wisdom of such a point of view and resultant selection is justified by the fact that after a summary of the printed "documents" Vice-President Yoakum can accept the conclusions of your Committee as the just conclusions. The printed

"documents" end where your Committee began. What is needed now is a great deal of expert research and careful thought upon the problem. Your Committee found that it had not the means effectively to carry on, and so on its own recommendation has ceased to be.

In such a time of strain as the present, so important a matter as the teaching load ought not to be the subject of either arbitrary or merely arbitrated action; we ought to know at least basic principles. In the interests of sound education, there are some sacrifices which teachers should never be either required or permitted to make. But on that fundamental matter we are at present only guessing. On that conclusion, the reports of your Committee and the study of Vice-President Yoakum are agreed. The question now is whether anyone is going to do anything about it. The American Association of University Professors has declared officially that for the present it cannot. Can Vice-President Yoakum through his bureau of research? Can anyone else?

T. W. BALDWIN

#### THE LIBERAL ARTS COLLEGE

*The Liberal Arts College*, by Floyd W. Reeves and Others. Univ. of Chicago Press, 1932. pp. 715. \$4.50.

Surveys of colleges and universities have become common. The data gathered in these surveys are, however, not easy of access. The data in any particular survey are serviceable primarily to the institution surveyed and that institution therefore has little interest in making the results available elsewhere.

During the past three years a survey of 35 colleges related to the Methodist Episcopal Church has been carried forward under the direction of a Commission on Surveys, of which Bishop Thomas Nicholson has been chairman. The Commission authorized the appointment of a survey staff, of which Dr. Floyd W. Reeves of the University of Chicago was director. The survey staff prepared for each institution a volume which incorporated the data concerning that institution.

The survey staff then compiled from the 35 separate survey volumes the materials for the book under review. Inasmuch as the volumes had been prepared under a common outline, it was found possible to gather the important data with reference to any subject into a compact chapter and make available to colleges in general in easily

readable form the important data from the 35 college surveys. The book under review is, therefore, the most exhaustive compendium of facts about a given group of liberal arts colleges that has ever been assembled. It contains in all 750 pages, scattered through which are 171 tables which in many cases give facts for the whole 35 institutions, and 50 illustrations or charts. The contents are divided into six parts: (1) The service and administration of colleges; (2) physical plants, equipment, and libraries; (3) college instructional facilities; (4) the student personnel of colleges; (5) college finance; and (6) the future of the college. In these six parts are grouped 72 chapters in addition to a comprehensive index of 28 pages. The naming of some of the chapter headings is the best way to indicate the detail into which the mass of data is classified: Charters and by-laws, boards of control, library plants, book collections, course offerings, professional and pre-professional curriculums, the college catalog, faculty salaries, the induction of students, budgetary procedure, financial promotion, annuities, and remitted fees. These chapter headings are not selected as the most important, but rather to indicate the nature of the fund of information which the 72 chapters contain.

From the foregoing it will be clear that the book is primarily a systematic classification of facts about these 35 colleges. As such it is the most useful reference available to date. College officials who desire to compare the status in their own institution with that of these 35 colleges will find it easy to do so with this book before them.

The book is not entirely devoted to listing factual information, however. There is some discussion of policies and practices here and there throughout the book. These discussions are not in general devoted to any philosophical treatment of the theory of liberal arts education but rather to stating what the writers believe to be satisfactory practice with respect to the detailed points under discussion. This minimum of theory is emphasized by the fact that Part VI devoted to "The future of the college" contains but one chapter of four pages.

In the light of the tendency to emphasize philosophy at the expense of facts in many previous publications on the liberal arts college, this volume will be welcome as a treatment based almost entirely upon facts.

FRED J. KELLY

## CONFERENCE ON ENGINEERING RESEARCH

The Society for the Promotion of Engineering Education at its annual convention in June at Oregon State College conducted a conference on research, sponsored by its Committee on Engineering Research, of which Dean Seaton, of Kansas State College (now president of the Society) was chairman. This Committee had undertaken three principal projects:

1. Collection of information on the progress of engineering research in the colleges and universities of North America, to bring to date the report printed in the Supplement of the February, 1931, Journal. Reports had been received from nearly all of the institutions, and were being prepared for publication.
2. Collection of additional suggestions from industrial research workers as to subjects suitable for research work in educational institutions, to supplement the report published in the Supplement to the February, 1931, Journal. Many interesting suggestions had been received and were nearly ready for publication.
3. The conference on engineering research. The following papers were presented at the conference: "Research Peaks in the Valleys of Industrial Depression," by Maurice Holland, Director, Division of Engineering and Industrial Research, National Research Council; "Relationship of Engineering Research to Engineering Education," by Arthur N. Talbot, University of Illinois (Professor Talbot was awarded the Lamme Medal for advancement of the art of technical training); "Ways and Means of Stimulating Research in Engineering Colleges and Appraising Its Value," by H. V. Carpenter, State College of Washington.

Following this discussion Dean J. W. Barker of Columbia University, Chairman of the National Research Council Committee on Bridging the Gap Between the Universities and Industry, presented a report of progress of the work of the Committee.

The papers and reports which were presented at the Convention are printed in full in *The Journal of Engineering Education* by the Society in its October, 1932, issue.

CHARLES F. SCOTT

## ORGANIZATIONS IN THE FIELD OF PUBLIC ADMINISTRATION

*Organizations In the Field of Public Administration.* A Directory; Public Administration Clearing House, Chicago.

This is a Directory of voluntary organizations working in the general field of public administration or in fields that impinge upon and affect public administration. It omits special and local associations of teachers, political groups and parties, trusts and foundations, etc. It includes national organizations, 466; state organizations, 1131; regional organizations, 65; Canadian organizations, 82. Within each of the four divisions the arrangement is alphabetical, with mainly cross references. The statements include: membership, finances, secretariat, activities, affiliations, publications.

## LOCAL AND CHAPTER NOTES

### FLORIDA STATE COLLEGE FOR WOMEN, INVITATION TO MEMBERSHIP

The following invitation is sent to members of the faculty who have not joined the Association:

"It gives us pleasure to inform you that the local chapter of the American Association of University Professors has commissioned us to extend to you a cordial invitation to become a member of the organization.

"You no doubt know the vital part that the Association is playing in molding academic policies in American colleges. Administrative officers are looking to it more and more for assistance in handling educational problems; and, on its own behalf, it exerts an active influence in formulating and defending high professional standards for college teaching as a profession.

"The local chapter, consisting of thirty members, is strong, and we believe your association with it would prove mutually profitable. If you desire to become a member, please indicate that fact to one of the members of the committee, who will be glad to report same to the chapter."

### IOWA STATE CONFERENCE

The fifth annual meeting was attended by over a hundred persons, representing University of Chicago, Coe, Cornell, Drake, Grinnell, Iowa State, State Teachers, State University, Iowa Wesleyan, Parsons, Dubuque University, and Mason City Junior College. About sixty (not quite half of the total attendance) were members of the Association. This is by far the largest number, both in total and in list of members, ever attending the State Conference.

The first address, by Professor L. L. Thurstone on "A New Examination Plan in Relation to College Efficiency," outlined the new plan at the University of Chicago. The freshman takes four general courses, one each in Physical Science, Biological Science, Social Science, and the Humanities. Two of these are continued through the sophomore year. Attendance at class sessions, including quizzes, is voluntary. The actual attendance is about 90%. Examinations during the year and at the end of the course are prepared by an examining board, together with the person in charge of the course. Grades and rankings are based solely on the results of a "comprehen-

sive" examination on the year's work given at the end of the year. The examinations are mostly objective, and calculated to provoke thought.

Dean C. E. Seashore, commenting on the address, expressed approval of the procedure outlined, and added the belief that when teaching has been brought to the highest degree of excellence, all examinations may be omitted, and the student will be automatically getting his ranking and standing every day he is in school.

The second address was by Professor H. S. Conard (Grinnell) on "Ethics among Professors." Reference was made to the disagreements and misunderstandings that often arise between college teachers. It was believed that open agreements, openly arrived at, would go far to remove such difficulties. The sources of trouble were discussed under the following heads:

1. Publication: ownership and authorship
2. Freedom of teaching and research
  - (a) Method and procedure
  - (b) Opinion on mooted questions
  - (c) Choice of a field of research
  - (d) Conclusions from research
3. Tenure

It was pointed out that at every turn the junior member of a faculty is wholly dependent upon the fairness and integrity of the Head Professor, with no redress of grievances without his own resignation. If this is inevitable, a plain explanation of the case by our Association would go far to remove sources of misunderstanding. Recommendations for such explanatory statement were offered.

This address will be printed in a later issue of the *Bulletin*.

#### LOUISIANA STATE UNIVERSITY, PROGRAM FOR THE YEAR

An extensive program for the present year includes the following schedule of meetings:

December 9. All university staff in a social meeting. December 13. Subject: Research in progress and in prospect at Louisiana State, with special reference to the work of the Agricultural Experiment Station. January 10. Subject: Methods of maintaining the professional standing and independence of university teachers and researchers. February 14. Subject: Ways and means of

handling large enrolments without increasing expenses or lowering standards. March 14. Subject: What should be the teaching and research standards at Louisiana State? April 11. Subject: Do laboratory sections justify the time and money required? May 16. Subject: (a) What are the prerequisites for giving a Ph.D. degree at a university? (b) The present and expected facilities for research in the Louisiana State library. October 10. Subject: Research in progress or in prospect at Louisiana State. November 14. Subject: Election of officers and discussion of the calendar and of topics to be considered during the year.

"Under the chairmanship of E. B. Doran this chapter is undertaking to provide a means for informal social meetings for all members of the University staffs, including teachers, researchers, extension workers, and administrative officers and personnel, both men and women. There will be at least two such gatherings this session . . . .

"This chapter was once considered by some of its members as an exclusive society. Now, however, it is the avowed desire of every member, as it is the aim of the national Association, that every eligible member of the teaching, research, and extension staffs of this University be enrolled in the Association. We all have the same purposes; we all need the same professional stimulus; we want the security that comes from a large unified group. This letter is an appeal to all old members to be diligent in keeping up their membership and an invitation to all those not members to apply for membership at once in the Association, which is unique in its scope and in its efficiency. At present about two thirds of those on the University staffs eligible are members."

#### GEORGE WASHINGTON UNIVERSITY, PROPOSAL FOR PERSONAL RELIEF

The Chapter presented the following at the Annual Meeting:

That this Association take immediate steps to ascertain, by appropriate inquiries through the several chapters, the extent of any hardship or destitution of families of the college teaching profession due to unemployment for which the teacher is not responsible;

That it ascertain at the same time the amount of money necessary per month for each unemployed member to provide relief adequate to prevent suffering;

That in so inquiring the statement of the local chapters shall be regarded as sufficient for this Association;

That as soon as this information is secured, prompt steps be taken by this Association to provide necessary relief to prevent suffering (the relief in no case to amount to more than one-half the salary of the unemployed);

That in instituting any plan of relief this Association strive for the following objectives:

- (a) that it be prompt
- (b) that it be of an emergency character

(c) that it be concerted with other organizations having with us a common problem in this respect: the Association of American Colleges; the Carnegie Foundation for the Advancement of Teaching; the American Council on Education; the General Education Board;

That some continuing machinery be now erected by this Association for the prompt execution of this plan; and that a special meeting of this Association be called by the secretariat thereof if necessary for the execution thereof;

That this Association adopt in principle the device of an assessment of members—in no case to amount to over — per cent of salaries, for the present academic year, as a contribution to be made jointly with other contributions from interested organizations for the relief in view.

At the Annual Meeting it was voted to collect such information, and to refer to the Council the question of what further action should be taken. This statement has been included in the January Chapter Letter. Comments from members will be welcome.

# CONSTITUTION

## ARTICLE I—NAME AND OBJECT

1. The name of this Association shall be the American Association of University Professors.
2. Its objects shall be to facilitate a more effective cooperation among teachers and investigators in universities and colleges, and in professional schools of similar grade, for the promotion of the interests of higher education and research, and in general to increase the usefulness and advance the standards and ideals of the profession.

## ARTICLE II—MEMBERSHIP

1. There shall be four classes of members: Active, Associate, Honorary, and Junior.
2. Active Members. Any university or college teacher or investigator who holds, and for three years has held, a position of teaching or research in a university or college (not including independent Junior colleges) in the United States or Canada, or in a professional school of similar grade, may be nominated for membership in the Association.
3. Associate members shall include those members who, ceasing to be eligible for active membership, are transferred with the approval of the Council to associate membership.
4. Any associate member, or member eligible for transfer to associate membership, may be elected by the Council to honorary membership by reason of distinguished achievements in teaching or research.
5. Junior members shall be graduate students or persons eligible for nomination as active members except in length of service. Membership for a junior member shall not extend beyond five years.
6. Associate, honorary, and junior members shall have the right of attendance at the annual meetings of the Association without the right to vote or hold office.

## ARTICLE III—OFFICERS

1. The Officers of this Association shall be a President, two Vice-Presidents, a General Secretary, an Executive Secretary, a Treasurer, and thirty elective members of the Council, together with members of the Council *ex officio* as provided in Section 4. The term of

office of the President, the Vice-Presidents, and the General Secretary shall be two years, subject to the provision of Section 3 of this Article.

2. The term of office of members of the Council shall be three years, ten members retiring annually.

3. The President, the Vice-Presidents, the General Secretary, and the elective members of the Council shall be elected by a majority vote of members present and voting at the annual meeting. The Executive Secretary and the Treasurer shall be elected by the Council. Whenever a vacancy occurs in any office, because of the death, resignation, or disability of the officer concerned, the Council shall have power to fill the vacancy, but the person so chosen shall hold office only until the next annual meeting. Whenever the annual meeting fails to elect a successor to an officer whose term is about to expire, such officer shall continue to hold office until a successor is elected at the next annual meeting, provided, however, that the Council shall have power in its discretion to elect a successor to such retiring officer, but the person so elected shall hold office only until the next annual meeting.

4. Ex-presidents of the Association shall be members of the Council *ex officio* for the five years next succeeding their terms of office.

5. The President, Vice-Presidents, and members of the Council shall not be immediately eligible for re-election upon the expiration of their terms, but this shall not be applicable to persons appointed by the Council under the provision of Section 3 of this Article.

6. The Executive Secretary shall be the general executive officer of the Association. He will be responsible for the management of its work under the general direction of the Officers and the Council.

#### ARTICLE IV—ELECTION OF MEMBERS

1. There shall be a Committee on Admissions, the number and mode of appointment of which shall be determined by the Council.

2. Nominations for active and junior membership may be made to the General Secretary of the Association by any three members of the Association.

3. It shall be the duty of the General Secretary to publish every nomination in the next following issue of the *Bulletin* of the Association, and to transmit it to the Committee on Admissions.

4. All persons receiving the affirmative vote of two-thirds of the members of the Committee on Admissions shall become members

of the Association upon payment of the annual dues. No nomination shall be voted on, however, within thirty days after its publication in the *Bulletin*.

5. On fulfilling the requirements of Article II, a junior member may, on recommendation of the Committee on Admissions, be transferred to active membership.

#### ARTICLE V—THE COUNCIL

1. The President, Vice-Presidents, General Secretary, and Treasurer shall be members of the Council *ex officio* and the President shall act as its chairman.

2. The Council shall make all arrangements for the annual meeting, sending a copy of the program at least one month in advance to every member of the Association.

3. The Council shall present a written report to the Association at the annual meeting.

4. The Council may appoint committees to investigate and report upon subjects germane to the purposes of the Association.

#### ARTICLE VI—BY-LAWS

By-Laws may be adopted at any annual meeting of the Association.

#### ARTICLE VII—DUES, TERMINATION OF MEMBERSHIP

1. Each active member shall pay four dollars and each associate or junior member shall pay three dollars to the Treasurer as annual dues, and no member who is in default shall be qualified to exercise any privileges of membership.

2. Honorary members shall pay no dues.

3. Non-payment of dues by an active, associate, or junior member for two years shall terminate membership, but in such a case a member may be reinstated by the Council on payment of arrears.<sup>1</sup>

4. For proper cause a member may be suspended, or his membership may be terminated, by a two-thirds vote of the Council at any regular or special meeting; but such member shall be notified of the proposed action, with the reasons therefore, at least four weeks in advance of the meeting and shall be given a hearing if he so requests.

<sup>1</sup> It has been voted by the Council that the *Bulletin* be discontinued at the end of one year and that, in case of subsequent reinstatement, payment be required for that year only.

**ARTICLE VIII—PERIODICAL**

The periodical shall be under the editorial charge of a committee appointed by the Council; copies of it shall be sent to all members.

**ARTICLE IX—AMENDMENTS**

1. The Constitution may be amended by a two-thirds vote of those present and voting at any annual meeting; provided that written notice of any proposed amendment shall be sent to the General Secretary by five members of the Association not later than two months before the annual meeting.

2. It shall be the duty of the General Secretary to send a copy of all amendments thus proposed to the members of the Association at least one month before the annual meeting.

**ARTICLE X—ANNUAL MEETING**

The Association shall meet annually at such time and place as the Council may select. The members of the Association in each institution may elect one or more delegates to the annual meeting. At the annual meeting questions shall ordinarily be determined by majority vote of the delegates present and voting, but on request of one-third of the delegates present a proportional vote shall be taken. When a proportional vote is taken the delegates from each institution shall be entitled to one vote and, in case of an institution with more than fifteen members of the Association, to one vote for every ten members or majority fraction thereof. The votes to which the delegates from each institution are entitled shall be equally divided among its delegates present and voting.

**ARTICLE XI—CHAPTERS**

Whenever the active members in a given institution number seven or more, they shall constitute a Chapter of the Association. Each Chapter shall elect annually a President, a Secretary, and a Treasurer, and such other officers as the Chapter may determine. It shall be the duty of the Secretary of the Chapter to report to the General Secretary of the Association the names of the officers of the Chapter. In case of failure of any Chapter to elect the officers above provided for, the President, General Secretary, and Treasurer of the Association shall have power to appoint, from among the members of the Association connected with the institution concerned, officers for the Chapter in question.

## BY-LAWS

1. *Nomination for Office.*—At each annual meeting the President shall appoint a committee of five, not members of the Council or other officers of the Association, to present nominations for the offices to be filled at the next annual meeting. These nominations shall be mailed by the Secretary to all members of the Association not later than one month before the meeting at which they are to be voted upon; and blanks shall be provided upon which additional nominations may be made. At the annual meeting, the nominations of the committee and any other nominations proposed in writing by ten or more members of the Association shall be voted upon by ballot by those present at the annual meeting. No proxies shall be allowed.

2. *Council Meetings.*—A special meeting of the Council shall be called by the President on the written request of at least eight members of the Council and notice of such meeting shall be mailed to every member two weeks in advance.

3. *Fiscal Year.*—The fiscal year of the Association shall extend from January 1 to December 31 of each year, inclusive.

4. *Chapters.*—The Council may allow the establishment in an institution of more than one chapter if such action is deemed necessary on account of the geographical separation of different parts of the institution.

5. A chapter may invite to its meetings any person it desires who is not eligible for membership, such as administrative officers and persons who have taught less than three years, those whose work cannot be classified as teaching or research, or members of the Association who are not members of the chapter. It may establish annual dues of one dollar or less. If it seems desirable the chapter may meet with other local organizations.

6. Chapters should not as such make recommendations to administrative officers of their institutions on matters of individual appointment, promotion, or dismissal. In local matters which would ordinarily come before the faculties for action, members of chapters should in general act in their individual capacity as members of faculties rather than in the name of the chapter.

## MEMBERSHIP OF THE ASSOCIATION

The last general list was published in the *Bulletin* for January, 1931. The list of changes in membership was published in the *Bulletin* for January, 1932. The following pages contain a list of institutions with the number of members in each, and the names of the chapter officers, followed by a list of members deceased during the year and a tabulation including membership in certain other classes. A complete list is maintained at the Washington office and information from it will be furnished on application.

- Adelphi College**, Garden City, N. Y. Chapter Officers: C. L. Barrows, *Pres.*; Lucienne Petit, *Sec.* Active 28; Junior 4.
- Agnes Scott College**, Decatur, Ga. Active 12.
- Akron, University of**, Akron, Ohio. Chapter Officers: Charles Bulger, *Pres.*; Paul Acquarone, *Sec.* Active 16; Junior 1.
- Alabama College**, Montevallo, Ala. Active 3; Junior 1.
- Alabama Polytechnic Institute**, Auburn, Ala. Active 2; Junior 2.
- Alabama, University of**, University, Ala. Chapter Officers: J. P. Mongomery, *Pres.*; E. B. Carmichael, *Sec.* Active 44.
- Alabama, Woman's College of**, Montgomery, Ala. Active 3.
- Albany Medical College**, Albany, N. Y. Active 1.
- Albion College**, Albion, Mich. Active 9; Junior 1.
- Albright College**, Reading, Pa. Active 4; Junior 1.
- Alfred University**, Alfred, N. Y. Active 2; Junior 1.
- Allegheny College**, Meadville, Pa. Chapter Officers: C. J. Ling, *Pres.*; S. S. Swartley, *Sec.* Active 25.
- Alma College**, Alma, Mich. Active 1.
- American University**, Washington, D. C. Active 13; Junior 1.
- Amherst College**, Amherst, Mass. Chapter Officer: F. K. Turgeon, *Sec.* Active 23.
- Antioch College**, Yellow Springs, Ohio. Chapter Officers: V. O. Watts, *Pres.*; M. L. Dawson, *Sec.* Active 25; Junior 6.
- Arizona State Teachers College**, Flagstaff, Ariz. Active 1.
- Arizona State Teachers College**, Tempe, Ariz. Active 1.
- Arizona, University of**, Tucson, Ariz. Chapter Officers: H. A. Hubbard, *Pres.*; H. B. Leonard, *Sec.* Active 52; Junior 3.
- Arkansas State Teachers College**, Conway, Ark. Chapter Officers: P. R. Clugston, *Pres.*; E. L. Higgins, *Sec.* Active 9.
- Arkansas, University of**, Fayetteville, Ark. Chapter Officers: W. R. Spencer, *Pres.*; Dwight Isely, *Sec.* Active 56; Junior 3.
- Ashland College**, Ashland, Ohio. Active 7.
- Augustana College and Theological Seminary**, Rock Island, Ill. Chapter Officers: Fritiof Fryxell, *Pres.*; W. E. Cederberg, *Sec.* Active 16; Junior 1.
- Baker University**, Baldwin, Kans. Chapter Officers: H. K. Ebright, *Pres.*; C. C. Alexander, *Sec.* Active 7.
- Baldwin-Wallace College**, Berea, Ohio. Chapter Officers: H. T. Ficken, *Pres.*; O. L. Dustheimer, *Sec.* Active 13.
- Ball State Teachers College**, Muncie, Ind. Active 5.
- Bates College**, Lewiston, Me. Active 1.
- Baylor College for Women**, Belton, Tex. Active 3.
- Baylor University**, Waco, Tex. Active 2.
- Beloit College**, Beloit, Wis. Active 7; Junior 1.
- Berea College**, Berea, Ky. Active 9.
- Bethany College**, Bethany, W. Va. Chapter Officers: R. E. Saleski, *Pres.*; Pearl Mahaffey, *Sec.* Active 12; Junior 5.

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- Birmingham-Southern College**, Birmingham, Ala. Chapter Officer: J. E. Bathurst, *Sec.* Active 6.
- Blue Mountain College**, Blue Mountain, Miss. Active 1; Junior 1.
- Boston University**, Boston, Mass. Chapter Officers: S. M. Waxman, *Pres.*; H. L. Kingsley, *Sec.* Active 56; Junior 12.
- Bowdoin College**, Brunswick, Me. Active 7; Junior 1.
- Bowling Green State College**, Bowling Green, Ohio. Active 1; Junior 1.
- Bradley Polytechnic Institute**, Peoria, Ill. Chapter Officers: Olive White, *Pres.*; P. T. Hogan-son, *Sec.* Active 7.
- Brenau College**, Gainesville, Ga. Active 1.
- British Columbia, University of**, Vancouver, B. C. Active 3.
- Brooklyn College**, Brooklyn, N. Y. Chapter Officers: R. A. Johnson, *Pres.*; John Whyte, *Sec.* Active 74; Junior 13.
- Brooklyn Polytechnic Institute**, Brooklyn, N. Y. Active 13; Junior 1.
- Brown University**, Providence, R. I. Chapter Officers: C. J. Ducasse, *Pres.*; Harold Schlos-berg, *Sec.* Active 49; Junior 6.
- Bryn Mawr College**, Bryn Mawr, Pa. Chapter Officer: Hornell Hart, *Pres.* Active 18; Junior 4.
- Bucknell University**, Lewisburg, Pa. Chapter Officers: W. H. Eyster, *Pres.*; R. E. Page, *Sec.* Active 17; Junior 3.
- Buffalo, University of**, Buffalo, N. Y. Chapter Officers: H. M. Gehman, *Pres.*; W. H. Bonner, *Sec.* Active 65; Junior 2.
- Butler University**, Indianapolis, Ind. Chapter Officers: T. G. Wesenberg, *Pres.*; Janet Mac-donald, *Sec.* Active 46.
- California State Teachers College**, San Diego, Calif. Active 2; Junior 1.
- California Institute of Technology**, Pasadena, Calif. Chapter Officers: E. T. Bell, *Pres.*; H. N. Gilbert, *Sec.* Active 44; Junior 4.
- California, University of**, Berkeley, Calif. Chapter Officers: William Popper, *Pres.*; C. D. Shane, *Sec.* Active 170; Junior 8.
- California at Los Angeles, University of**, Los Angeles, Calif. Chapter Officers: F. J. Klingberg, *Pres.*; W. E. Mason, *Sec.* Active 93; Junior 3.
- Capital University**, Columbus, Ohio. Active 2.
- Carleton College**, Northfield, Minn. Chapter Officers: L. A. Headley, *Pres.*; R. A. Waggener, *Sec.* Active 18.
- Carnegie Institute of Technology**, Pittsburgh, Pa. Chapter Officer: T. R. Alexander, Jr., *Pres.* Active 52.
- Carroll College**, Waukesha, Wis. Chapter Officers: R. S. Nanz, *Pres.*; G. T. Vander Lugt, *Sec.* Active 15; Junior 2.
- Carson and Newman College**, Jefferson City, Tenn. Active 3.
- Carthage College**, Carthage, Ill. Active 5.
- Case School of Applied Science**, Cleveland, Ohio. Active 4; Junior 1.
- Catawba College**, Salisbury, N. C. Active 4; Junior 1.
- Catholic University of America**, Washington, D. C. Active 8; Junior 3.
- Centenary College of Louisiana**, Shreveport, La. Active 2.
- Central College**, Fayette, Mo. Chapter Officers: C. L. Fleece, *Pres.*; W. D. Baskett, *Sec.* Active 11.
- Centre College of Kentucky**, Danville, Ky. Chapter Officers: E. W. Cook, Jr., *Pres.*; T. E. Cochran, *Sec.* Active 10; Junior 1.
- Charleston, College of**, Charleston, S. C. Active 4.
- Chattanooga, University of**, Chattanooga, Tenn. Chapter Officers: D. W. Cornelius, *Pres.*; F. W. Prescott, *Sec.* Active 14.
- Chicago, University of**, Chicago, Ill. Chapter Officers: L. L. Thurstone, *Pres.*; C. A. Shull, *Sec.* Active 126; Junior 14.
- Cincinnati, University of**, Cincinnati, Ohio. Chapter Officer: J. H. Kindle, *Pres.* Active 64; Junior 5.
- Citadel, The**, Charleston, S. C. Active 1.
- City College, The**, New York, N. Y. Chapter Officers: A. G. Panaroni, *Pres.*; G. E. Nelson, *Sec.* Active 109; Junior 10.
- Claremont Colleges**, Claremont, Calif. Active 1.
- Clark University**, Worcester, Mass. Active 13; Junior 3.

- Clarkson School of Technology, Potsdam, N. Y. Active 4.
- Clemson Agricultural College of South Carolina, Clemson, S. C. Active 1.
- Coe College, Cedar Rapids, Ia. Active 4.
- Coker College, Hartsville, S. C. Active 7; Junior 1.
- Colby College, Waterville, Me. Chapter Officer: N. E. Wheeler, *Pres.* Active 5.
- Colgate University, Hamilton, N. Y. Chapter Officers: R. C. Roberts, *Pres.*; C. W. Munsinger, *Sec.* Active 31; Junior 2.
- Colorado Agricultural College, Fort Collins, Colo. Chapter Officers: Earl Douglass, *Pres.*; W. E. Pyke, *Sec.* Active 28.
- Colorado College, Colorado Springs, Colo. Active 6; Junior 1.
- Colorado School of Mines, Golden, Colo. Active 4.
- Colorado Teachers College, Greeley, Colo. Active 2.
- Colorado, Western State College of, Gunnison, Colo. Chapter Officers: C. A. Helmecke, *Pres.*; Lois Borland, *Sec.* Active 8.
- Colorado, University of, Boulder, Colo. Chapter Officers: P. M. Dean, *Pres.*; C. F. Poe, *Sec.* Active 67; Junior 2.
- Columbia University, New York, N. Y. Chapter Officers: M. T. Bogert, *Pres.*; Frank Callcott, *Sec.* Active 133; Junior 6.
- Concord State Teachers College, Athens, W. Va. Junior 1.
- Connecticut Agricultural College, Storrs, Conn. Chapter Officers: W. L. Kulp, *Pres.*; G. S. Torrey, *Sec.* Active 14; Junior 4.
- Connecticut College for Women, New London, Conn. Chapter Officer: Pauline Dederer, *Sec.* Active 14; Junior 1.
- Constantinople Woman's College, Constantinople, Turkey. Active 1.
- Converse College, Spartanburg, S. C. Active 6; Junior 4.
- Cornell College, Mount Vernon, Ia. Chapter Officers: C. R. Keyes, *Pres.*; C. F. Littell, *Sec.* Active 17; Junior 2.
- Cornell University, Ithaca, N. Y. Chapter Officer: A. H. Wright, *Sec.* Active 93; Junior 8.
- Culver-Stockton College, Canton, Mo. Chapter Officers: H. B. Robison, *Pres.*; W. E. Schultz, *Sec.* Active 8.
- Dakota Wesleyan University, Mitchell, S. Dak. Active 3.
- Dalhousie University, Halifax, N. S., Canada. Active 8.
- Dartmouth College, Hanover, N. H. Chapter Officers: L. B. Richardson, *Pres.*; W. B. Unger, *Sec.* Active 118; Junior 16.
- Davidson College, Davidson, N. C. Chapter Officers: T. W. Lingle, *Pres.*; S. C. Lyon, *Sec.* Active 15.
- Delaware, University of, Newark, Del. Chapter Officers: C. C. Palmer, *Pres.*; J. S. Gould, *Sec.* Active 54; Junior 13.
- Delta State Teachers College, Cleveland, Miss. Active 1.
- Denison University, Granville, Ohio. Chapter Officers: A. W. Lindsey, *Pres.*; Miriam Akers, *Sec.* Active 17.
- Denver, University of, Denver, Colo. Chapter Officers: F. W. Dickinson, *Pres.*; W. F. Luebke, *Sec.* Active 22.
- De Paul University, Chicago, Ill. Active 3.
- De Pauw University, Greencastle, Ind. Chapter Officers: G. B. Manhart, *Pres.*; H. T. Ross, *Sec.* Active 62; Junior 12.
- Detroit, College of the City of, Detroit, Mich. Chapter Officers: O. E. Madison, *Pres.*; P. H. Scott, *Sec.* Active 72; Junior 6.
- Detroit, University of, Detroit, Mich. Active 13.
- Dickinson College, Carlisle, Pa. Active 3.
- Doane College, Crete, Neb. Junior 1.
- Dominican College of San Rafael, San Rafael, Calif. Junior 1.
- Drake University, Des Moines, Ia. Chapter Officers: L. S. Ross, *Pres.*; J. H. Blackhurst, *Sec.* Active 14.
- Drexel Institute, Philadelphia, Pa. Active 4; Junior 2.
- Drury College, Springfield, Mo. Chapter Officers: L. E. Meador, *Pres.*; Roland Neal, *Sec.* Active 14; Junior 3.
- Duke University, Durham, N. C. Chapter Officers: W. T. Laprade, *Pres.*; C. E. Landon, *Sec.* Active 78; Junior 11.
- Earlham College, Richmond, Ind. Active 4.

- Elmira College**, Elmira, N. Y. Active 7; Junior 1.  
**Emory and Henry College**, Emory, Va. Active 1.  
**Emory University**, Emory University, Ga. Chapter Officers: O. R. Quayle, *Pres.*; J. J. M. Scandrett, *Sec.* Active 29; Junior 5.  
**Eureka College**, Eureka, Ill. Active 7.  
**Evansville College**, Evansville, Ind. Active 2; Junior 1.  
**Fairmont State Teachers College**, Fairmont, W. Va. Chapter Officers: E. L. Lively, *Pres.*; Cleo Haught, *Sec.* Active 19; Junior 3.  
**Florida State College for Women**, Tallahassee, Fla. Chapter Officers: J. G. Stevens, *Pres.*; Venilia Shores, *Sec.* Active 44; Junior 3.  
**Florida, University of**, Gainesville, Fla. Chapter Officers: F. W. Kokomoor, *Pres.*; J. H. Kusner, *Sec.* Active 46; Junior 15.  
**Fordham University**, New York, N. Y. Active 9.  
**Franklin College of Indiana**, Franklin, Ind. Active 3.  
**Franklin and Marshall College**, Lancaster, Pa. Active 8.  
**Friends University**, Wichita, Kans. Junior 1.  
**Furman University**, Greenville, S. C. Active 3.  
**Geneva College**, Beaver Falls, Pa. Active 8; Junior 1.  
**George Peabody College for Teachers**, Nashville, Tenn. Active 5; Junior 1.  
**George Washington University**, Washington, D. C. Chapter Officers: M. I. Protzman, *Pres.*; L. J. Ragatz, *Sec.* Active 61; Junior 4.  
**Georgetown College**, Georgetown, Ky. Active 1.  
**Georgetown University**, Washington, D. C. Chapter Officers: J. C. Adkins, *Pres.*; Theodore Koppanyi, *Sec.* Active 8.  
**Georgia School of Technology**, Atlanta, Ga. Active 16; Junior 2.  
**Georgia State College for Women**, Milledgeville, Ga. Chapter Officers: Euri Bolton, *Pres.*; Frances Thaxton, *Sec.* Active 30; Junior 1.  
**Georgia State Teachers College**, Athens, Ga. Active 1.  
**Georgia State Woman's College at Valdosta**, Valdosta, Ga. Chapter Officers: H. S. Gulliver, *Pres.*; Gertrude Gilmer, *Sec.* Active 8; Junior 1.  
**Georgia, University of**, Athens, Ga. Chapter Officer: Claude Chance, *Sec.* Active 37; Junior 2.  
**Gettysburg College**, Gettysburg, Pa. Chapter Officers: R. S. Saby, *Pres.*; R. P. Marsh, *Sec.* Active 28.  
**Goucher College**, Baltimore, Md. Chapter Officers: Mary Williams, *Pres.*; R. P. Hawes, *Sec.* Active 59; Junior 9.  
**Greensboro College**, Greensboro, N. C. Active 6; Junior 2.  
**Grinnell College**, Grinnell, Ia. Chapter Officers: W. H. Mack, *Pres.*; H. S. Conard, *Sec.* Active 26; Junior 5.  
**Grove City College**, Grove City, Pa. Active 3; Junior 1.  
**Guilford College**, Guilford College, N. C. Active 3; Junior 1.  
**Gustavus Adolphus College**, St. Peter, Minn. Active 2; Junior 1.  
**Hamilton College**, Clinton, N. Y. Chapter Officers: D. B. Durham, *Pres.*; W. H. Laves, *Sec.* Active 15; Junior 2.  
**Hamline University**, St. Paul, Minn. Chapter Officers: C. B. Kuhlmann, *Pres.*; H. P. Archerd, *Sec.* Active 19; Junior 1.  
**Hanover College**, Hanover, Ind. Chapter Officer: J. J. Anderson, *Sec.* Active 8; Junior 3.  
**Harvard University**, Cambridge, Mass. Chapter Officer: A. N. Holcombe, *Sec.* Active 135; Junior 23.  
**Haverford College**, Haverford, Pa. Chapter Officers: L. W. Reid, *Pres.*; J. G. Herndon, Jr., *Sec.* Active 12.  
**Hawaii, University of**, Honolulu, Hawaii. Active 5.  
**Heidelberg College**, Tiffin, Ohio. Active 4; Junior 2.  
**Hendrix College**, Conway, Ark. Active 1; Junior 1.  
**Hillsdale College**, Hillsdale, Mich. Chapter Officers: A. P. Herman, *Pres.*; Virsfel Roe, *Sec.* Active 12; Junior 4.  
**Hiram College**, Hiram, Ohio. Active 8.  
**Hood College**, Frederick, Md. Chapter Officers: Mabel Bishop, *Pres.*; Mary Ott, *Sec.* Active 17; Junior 1.  
**Howard College**, Birmingham, Ala. Active 1; Junior 1.

Hunter College of the City of New York, New York, N. Y. Chapter Officers: S. W. Patterson, *Pres.*; Marguerite Jones, *Sec.* Active 52; Junior 3.  
Idaho State Normal School, Lewiston, Idaho. Active 2; Junior 2.  
Idaho, College of, Caldwell, Idaho. Junior 1.  
Idaho, University of, Moscow, Idaho. Chapter Officer: G. M. Miller, *Pres.* Active 17.  
Illinois State Normal University, Normal, Ill. Junior 2.  
Illinois State Normal University (Southern), Carbondale, Ill. Active 6; Junior 1.  
Illinois State Teachers College (Northern), De Kalb, Ill. Active 3.  
Illinois State Teachers College (Western), Macomb, Ill. Active 2; Junior 1.  
Illinois Wesleyan University, Bloomington, Ill. Active 1; Junior 1.  
Illinois, University of, Urbana, Ill. Chapter Officers: J. A. Fairlie, *Pres.*; F. C. Dietz, *Sec.* Active 95; Junior 10.  
Indiana State Teachers College, Terre Haute, Ind. Active 4; Junior 1.  
Indiana University, Bloomington, Ind. Chapter Officers: W. T. Hale, *Pres.*; Edna Johnson, *Sec.* Active 93; Junior 2.  
International Y. M. C. A. College, Springfield, Mass. Active 1.  
Iowa State College of Agriculture and Mechanic Arts, Ames, Ia. Chapter Officers: P. E. Cox, *Pres.*; Jessie MacArthur, *Sec.* Active 95; Junior 6.  
Iowa State Teachers College, Cedar Falls, Ia. Chapter Officers: W. H. Kadesch, *Pres.*; W. B. Fagan, *Sec.* Active 33; Junior 2.  
Iowa, University of, Iowa City, Ia. Chapter Officer: S. H. Bush, *Pres.* Active 106; Junior 20.  
James Millikin University, Decatur, Ill. Active 3.  
Jamestown College, Jamestown, N. Dak. Active 1.  
Jefferson Medical College, Philadelphia, Pa. Active 1.  
Johns Hopkins University, The, Baltimore, Md. Chapter Officers: D. S. Johnson, *Pres.*; E. E. Franklin, *Sec.* Active 78; Junior 13.  
Judson College, Marion, Ala. Active 3.  
Juniata College, Huntingdon, Pa. Active 4.  
Kalamazoo College, Kalamazoo, Mich. Active 1.  
Kansas State College of Agriculture and Applied Science, Manhattan, Kans. Active 10; Junior 2.  
Kansas State Teachers College of Emporia, Emporia, Kans. Chapter Officers: G. R. R. Pflaum, *Pres.*; C. P. Baber, *Sec.* Active 16; Junior 2.  
Kansas State College, Ft. Hays, Hays, Kans. Active 2.  
Kansas State Teachers College, Pittsburg, Kans. Active 2.  
Kansas, University of, Lawrence, Kans. Chapter Officers: F. E. Kester, *Pres.*; C. F. Nelson, *Sec.* Active 67.  
Kent State College, Kent, Ohio. Active 2.  
Kentucky, University of, Lexington, Ky. Chapter Officers: A. Vandenbosch, *Pres.*; L. M. Chamberlain, *Sec.* Active 74; Junior 18.  
Kenyon College, Gambier, Ohio. Active 5.  
Knox College, Galesburg, Ill. Active 10.  
Lafayette College, Easton, Pa. Chapter Officers: W. B. Plank, *Pres.*; W. W. Eddy, *Sec.* Active 50; Junior 1.  
Lake Erie College, Painesville, Ohio. Active 1; Junior 3.  
Lake Forest College, Lake Forest, Ill. Chapter Officer: R. B. Williams, *Sec.* Active 17; Junior 2.  
La Salle College, Philadelphia, Pa. Active 1.  
Lawrence College, Appleton, Wis. Chapter Officers: L. C. Baker, *Pres.*; F. W. Trezise, *Sec.* Active 33; Junior 2.  
Lebanon Valley College, Annville, Pa. Active 1.  
Lehigh University, Bethlehem, Pa. Chapter Officers: Hale Sutherland, *Pres.*; G. D. Harmon, *Sec.* Active 35; Junior 2.  
Lenoir Rhine College, Hickory, N. C. Active 6; Junior 1.  
Lindenwood College, St. Charles, Mo. Active 3.  
Loretto Heights College, Denver, Colo. Active 1.  
Louisiana Institute, Southwestern, Lafayette, La. Active 4.  
Louisiana State Normal College, Natchitoches, La. Active 2.  
Louisiana State University, Baton Rouge, La. Chapter Officers: W. M. Stevens, *Pres.*; P. C. Young, *Sec.* Active 101; Junior 26.

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- Louisville, University of, Louisville, Ky. Chapter Officers: A. J. Russell, *Pres.*; K. P. Vinsel, *Sec.* Active 43; Junior 13.
- Loyola University, Chicago, Ill. Active 2.
- Macalester College, St. Paul, Minn. Chapter Officer: J. P. Hall, *Sec.* Active 9.
- McGill University, Montreal, Quebec. Active 7; Junior 2.
- McKendree College, Lebanon, Ill. Active 5.
- MacMurray College for Women, Jacksonville, Ill. Active 2; Junior 2.
- Maine, University of, Orono, Me. Chapter Officers: S. R. Ashby, *Pres.*; R. G. Wood, *Sec.* Active 22; Junior 1.
- Manitoba, University of, Winnipeg, Manitoba, Canada. Active 2.
- Marietta College, Marietta, Ohio. Active 7.
- Marquette University, Milwaukee, Wis. Active 12.
- Marshall College, Huntington, W. Va. Chapter Officers: R. J. Largent, *Pres.*; Anna Waybright, *Sec.* Active 24; Junior 7.
- Mary Baldwin College, Staunton, Va. Active 1; Junior 2.
- Maryland, University of, College Park, Md. Chapter Officers: W. B. Kemp, *Pres.*, E. S. Bellman, *Sec.* Active 51; Junior 2.
- Maryland College, Western, Westminster, Md. Active 5.
- Maryville College, Maryville, Tenn. Active 1.
- Massachusetts Institute of Technology, Cambridge, Mass. Chapter Officers: C. F. Taylor, *Pres.*; D. S. Tucker, *Sec.* Active 70; Junior 10.
- Massachusetts State College, Amherst, Mass. Active 6; Junior 1.
- Mercer University, Macon, Ga. Active 1.
- Meredith College, Raleigh, N. C. Active 1.
- Miami University, Oxford, Ohio. Chapter Officers: B. M. Davis, *Pres.*; F. B. Joyner, *Sec.* Active 20; Junior 1.
- Michigan State College of Agriculture and Applied Science, East Lansing, Mich. Chapter Officer: G. G. Speeker, *Sec.* Active 22; Junior 1.
- Michigan State Normal College, Ypsilanti, Mich. Chapter Officers: Bertha Buell, *Pres.*; K. W. Guenther, *Sec.* Active 18; Junior 3.
- Michigan State Teachers College (Northern), Marquette, Mich. Active 1.
- Michigan State Teachers College (Western), Kalamazoo, Mich. Active 1.
- Michigan, University of, Ann Arbor, Mich. Chapter Officers: J. W. Bradshaw, *Pres.*; L. I. Bredvold, *Sec.* Active 134; Junior 11.
- Middlebury College, Middlebury, Vt. Chapter Officers: F. W. Cady, *Pres.*; J. F. Haller, *Sec.* Active 11.
- Mills College, Oakland, Calif. Chapter Officers: P. W. Buck, *Pres.*; Lovisa Waggoner, *Sec.* Active 27; Junior 1.
- Millsaps College, Jackson, Miss. Active 1.
- Milwaukee-Downer College, Milwaukee, Wis. Active 4.
- Minnesota, University of, Minneapolis, Minn. Chapter Officers: H. Rottschaefer, *Pres.*; Mary Kuypers, *Sec.* Active 103; Junior 4.
- Mississippi College, Clinton, Miss. Active 4; Junior 1.
- Mississippi State College, State College, Miss. Active 2.
- Mississippi State College for Women, Columbus, Miss. Active 8.
- University of Mississippi, University, Miss. Active 8; Junior 2.
- Mississippi Woman's College, Hattiesburg, Miss. Active 3.
- Missouri State Teachers College (Central), Warrensburg, Mo. Chapter Officers: J. H. Scarborough, *Pres.*; E. B. Brown, *Sec.* Active 17.
- Missouri State Teachers College (Northeast), Kirksville, Mo. Active 2.
- Missouri State Teachers College (Northwest), Maryville, Mo. Active 11.
- Missouri State Teachers College (Southeast), Cape Girardeau, Mo. Active 4.
- Missouri State Teachers College (Southwest), Springfield, Mo. Active 6.
- Missouri, University of, Columbia, Mo. Chapter Officers: D. R. Scott, *Pres.*; D. W. Schumann, *Sec.* Active 139; Junior 17.
- Missouri Valley College, Marshall, Mo. Active 2; Junior 2.
- Monmouth College, Monmouth, Ill. Active 1.
- Montana State College, Bozeman, Mont. Active 6; Junior 1.
- Montana, State University of, Missoula, Mont. Chapter Officers: J. W. Severy, *Pres.*; R. L. Housman, *Sec.* Active 39; Junior 3.

- Moorhead State Teachers College, Moorhead, Minn. Chapter Officers: Joseph Kise, *Pres.*; Katherine Leonard, *Sec.* Active 13.
- Moravian College and Theological Seminary, Bethlehem, Pa. Active 1.
- Morehead State Teachers College, Morehead, Ky. Chapter Officers: J. G. Black, *Pres.*; A. Y. Lloyd, *Sec.* Active 10; Junior 4.
- Morningside College, Sioux City, Ia. Chapter Officer: T. C. Stephens, *Pres.* Active 12; Junior 1.
- Mount Holyoke College, South Hadley, Mass. Chapter Officers: Cornelia Coulter, *Pres.*; Florence Whyte, *Sec.* Active 60; Junior 10.
- Mt. St. Joseph on the Ohio, College of, Mt. St. Joseph, Ohio. Junior 1.
- Mount Union College, Alliance, Ohio. Chapter Officers: R. E. Stauffer, *Pres.*; L. E. Warren, *Sec.* Active 18; Junior 3.
- Muhlenberg College, Allentown, Pa. Chapter Officers: A. S. Corbiere, *Pres.*; L. J. Deck, *Sec.* Active 25.
- Murray State Teachers College, Murray, Ky. Active 2.
- Muskingum College, New Concord, Ohio. Chapter Officers: Gerrit De Jong, *Pres.*; Elizabeth Gordon, *Sec.* Active 19; Junior 1.
- Nebraska State Normal School and Teachers College, Chadron, Neb. Junior 1.
- Nebraska State Normal School and Teachers College, Kearney, Neb. Active 1.
- Nebraska, University of, Lincoln, Neb. Chapter Officers: E. L. Hinman, *Pres.*; D. A. Worcester, *Sec.* Active 106; Junior 7.
- Nebraska Wesleyan University, University Place, Neb. Chapter Officers: E. R. Lewis, *Pres.*; Ethel Booth, *Sec.* Active 21; Junior 1.
- Nevada, University of, Reno, Nev. Chapter Officers: G. W. Sears, *Pres.*; A. L. Higinbotham, *Sec.* Active 18.
- New Hampshire, University of, Durham, N. H. Chapter Officers: H. A. Iddles, *Pres.*; Julio Berzunza, *Sec.* Active 51; Junior 3.
- New Mexico, University of, Albuquerque, N. Mex. Chapter Officers: George St. Clair, *Pres.*; J. W. Diefendorf, *Sec.* Active 9.
- New Rochelle, College of, New Rochelle, N. Y. Active 3; Junior 1.
- New York State College for Teachers, Albany, N. Y. Chapter Officers: H. W. Hastings, *Pres.*; E. B. South, *Sec.* Active 19; Junior 2.
- New York University, New York, N. Y. Chapter Officers: R. V. D. Magoffin, *Pres.*; F. E. Long, *Sec.* Active 71; Junior 8.
- North Carolina College for Women, Greensboro, N. C. Junior 1.
- North Carolina State College of Agriculture and Engineering, Raleigh, N. C. Active 27; Junior 2.
- North Carolina, University of, Chapel Hill, N. C. Chapter Officers: E. E. Ericson, *Pres.*; A. C. Howell, *Sec.* Active 64; Junior 6.
- North Dakota Agricultural College, Agricultural College, N. Dak. Chapter Officers: H. C. Hanson, *Pres.*; Delaphine Rosa, *Sec.* Active 45; Junior 4.
- North Dakota State Teachers College, Valley City, N. Dak. Active 1.
- North Dakota Teachers College, Minot, N. Dak. Active 1; Junior 1.
- North Dakota, University of, Grand Forks, N. Dak. Chapter Officers: G. C. Wheeler, *Pres.*; E. D. Coon, *Sec.* Active 61; Junior 4.
- Northwestern University, Evanston, Ill. Chapter Officers: C. D. Hardy, *Pres.*; J. W. Spargo, *Sec.* Active 148; Junior 13.
- Notre Dame College, South Euclid, Ohio. Active 1.
- Notre Dame, University of, Notre Dame, Ind. Active 1.
- Oberlin College, Oberlin, Ohio. Chapter Officer: R. A. Jelliffe, *Pres.* Active 42; Junior 2.
- Occidental College, Los Angeles, Calif. Chapter Officers: C. F. Lindsay, *Pres.*; A. G. Coons, *Sec.* Active 16; Junior 1.
- Ohio State University, Columbus, Ohio. Chapter Officers: H. R. Spencer, *Pres.*; E. N. Spieker, *Sec.* Active 171; Junior 17.
- Ohio University, Athens, Ohio. Chapter Officer: R. M. Slutz, *Sec.* Active 17; Junior 3.
- Ohio Wesleyan University, Delaware, Ohio. Chapter Officers: T. G. Duvall, *Pres.*; R. C. Hunter, *Sec.* Active 30; Junior 1.
- Oklahoma Agricultural and Mechanical College, Stillwater, Okla. Chapter Officers: R. O. Whitenton, *Pres.*; C. L. Kezer, *Sec.* Active 76; Junior 2.
- Oklahoma College for Women, Chickasha, Okla. Active 8.

- Oklahoma State Teachers College (Northwestern), Alva, Okla. Active 6.
- Oklahoma State Teachers College (Southwestern), Weatherford, Okla. Active 1.
- Oklahoma, University of, Norman, Okla. Chapter Officers: A. Richards, *Pres.*; Stephen Scatori, *Sec.* Active 115; Junior 16.
- Oregon Normal School (Southern), Ashland, Ore. Active 3.
- Oregon State Agricultural College, Corvallis, Ore. Chapter Officers: W. M. Atwood, *Pres.*; Melissa Martin, *Sec.* Active 66; Junior 1.
- Oregon State Normal School, Monmouth, Ore. Active 2; Junior 2.
- Oregon, University of, Eugene, Ore. Chapter Officers: H. G. Townsend, *Pres.*; Andrew Fish, *Sec.* Active 73; Junior 4.
- Ottawa University, Ottawa, Kans. Active 1.
- Park College, Parkville, Mo. Chapter Officers: M. C. Findlay, *Pres.*; Ethel Lyon, *Sec.* Active 15.
- Pennsylvania College for Women, Pittsburgh, Pa. Chapter Officers: C. W. Doxsee, *Pres.*; Helen Calkins, *Sec.* Active 17; Junior 4.
- Pennsylvania State College, State College, Pa. Chapter Officers: L. A. Doggett, *Pres.*; W. E. Butt, *Sec.* Active 98; Junior 14.
- Pennsylvania, University of, Philadelphia, Pa. Chapter Officers: H. L. Crosby, *Pres.*; F. H. Safford, *Sec.* Active 114; Junior 6.
- Pennsylvania, Woman's Medical College of, Philadelphia, Pa. Active 1; Junior 1.
- Phillips University, Enid, Okla. Active 1.
- Pittsburgh, University of, Pittsburgh, Pa. Chapter Officers: O. H. Blackwood, *Pres.*; W. J. Martin, *Sec.* Active 104; Junior 13.
- Pomona College, Claremont, Calif. Active 14; Junior 2.
- Porto Rico, University of, Mayaguez, P. R. Active 11; Junior 4.
- Presbyterian College of South Carolina, Clinton, S. C. Active 1; Junior 1.
- Princeton University, Princeton, N. J. Chapter Officers: W. S. Carpenter, *Pres.*; S. E. Howard, *Sec.* Active 104; Junior 9.
- Puget Sound, College of, Tacoma, Wash. Active 1.
- Purdue University, Lafayette, Ind. Chapter Officers: W. W. Smith, *Pres.*; C. O. Lee, *Sec.* Active 91; Junior 3.
- Randolph-Macon College, Ashland, Va. Active 5.
- Randolph-Macon Woman's College, Lynchburg, Va. Active 6.
- Redlands, University of, Redlands, Calif. Chapter Officers: O. W. Albert, *Pres.*; Caroline Mattingly, *Sec.* Active 25.
- Reed College, Portland, Ore. Chapter Officers: R. K. Strong, *Pres.*; Clement Akerman, *Sec.* Active 13; Junior 1.
- Rensselaer Polytechnic Institute, Troy, N. Y. Active 1.
- Rhode Island State College, Kingston, R. I. Chapter Officers: R. E. Brown, *Pres.*; R. K. Carleton, *Sec.* Active 8; Junior 4.
- Rice Institute, Houston, Tex. Active 16; Junior 2.
- Richmond, University of, Richmond, Va. Active 4.
- Ripon College, Ripon, Wis. Active 2.
- Robert College, Istanbul, Turkey. Active 8.
- Rochester, University of, Rochester, N. Y. Chapter Officers: J. R. Slater, *Pres.*; William Berry, *Sec.* Active 31; Junior 4.
- Rockford College, Rockford, Ill. Chapter Officers: Jordan Cavan, *Pres.*; Mary Braginton, *Sec.* Active 14.
- Rollins College, Winter Park, Fla. Chapter Officers: F. R. Georgia, *Pres.*; E. F. Weinberg, *Sec.* Active 17.
- Rosary College, River Forest, Ill. Active 2.
- Rose Polytechnic Institute, Terre Haute, Ind. Chapter Officers: A. T. Child, *Pres.*; C. P. Souseley, *Sec.* Active 15; Junior 5.
- Russell Sage College, Troy, N. Y. Active 8.
- Rutgers University, New Brunswick, N. J. Chapter Officers: William Rieman, III, *Pres.*; Rudolf Kirk, *Sec.* Active 68; Junior 6.
- St. Benedict's College, Atchison, Kans. Junior 1.
- St. Catherine, College of, St. Paul, Minn. Active 1.
- St. Cloud State Teachers College, St. Cloud, Minn. Active 3.

- St. John's College**, Annapolis, Md. Chapter Officers: L. C. Hunter, *Pres.*; Paul Allen, Jr., *Sec.* Active 18; Junior 2.
- St. Lawrence University**, Canton, N. Y. Chapter Officers: R. H. Ashley, *Pres.*; W. C. Priest, *Sec.* Active 22; Junior 2.
- St. Louis University**, St. Louis, Mo. Active 2; Junior 1.
- St. Mary's College**, St. Mary's College, Calif. Active 2.
- St.-Mary-of-the-Woods College**, Saint-Mary-of-the-Woods, Ind. Active 3; Junior 1.
- St. Olaf College**, Northfield, Minn. Active 2.
- St. Stephen's College**, Annandale, N. Y. Chapter Officers: I. F. Davidson, *Pres.*; J. T. Krumpelmann, *Sec.* Active 8.
- St. Teresa College**, Winona, Minn. Active 6; Junior 3.
- Salem College**, Winston-Salem, N. C. Active 1.
- Sam Houston State Teachers College**, Huntsville, Tex. Active 18.
- Scripps College**, Claremont, Calif. Active 3.
- Seton Hall College**, South Orange, N. J. Active 4; Junior 1.
- Seton Hill College**, Greensburg, Pa. Active 7; Junior 1.
- Shorter College for Women**, Rome, Ga. Active 6.
- Shurtleff College**, Alton, Ill. Active 2; Junior 1.
- Simmons College**, Boston, Mass. Chapter Officers: H. L. Harley, *Pres.*; Marion Bowler, *Sec.* Active 13; Junior 2.
- Simpson College**, Indianola, Ia. Chapter Officers: H. F. Watson, *Pres.*; Edith Whitaker, *Sec.* Active 10.
- Skidmore College**, Saratoga Springs, N. Y. Chapter Officer: K. C. Hyde, *Sec.* Active 23; Junior 5.
- Smith College**, Northampton, Mass. Chapter Officers: Vera Brown, *Pres.*; J. S. Bixler, *Sec.* Active 90; Junior 16.
- South, University of the**, Sewanee, Tenn. Active 6.
- South Carolina, University of**, Columbia, S. C. Chapter Officers: T. F. Ball, *Pres.*; R. L. Sumwalt, *Sec.* Active 20.
- South Dakota State College of Agriculture and Mechanic Arts**, Brookings, S. Dak. Chapter Officer: I. L. Miller, *Sec.* Active 11; Junior 2.
- South Dakota State School of Mines**, Rapid City, S. Dak. Active 1.
- South Dakota State Teachers College (Northern)**, Aberdeen, S. Dak. Active 3; Junior 1.
- South Dakota, University of**, Vermillion, S. Dak. Chapter Officer: A. L. Keith, *Pres.* Active 9.
- Southern California, University of**, Los Angeles, Calif. Chapter Officers: G. G. Benjamin, *Pres.*; Clara Stephenson, *Sec.* Active 95; Junior 5.
- Southern Methodist University**, Dallas, Tex. Chapter Officers: C. S. Potts, *Pres.*; I. K. Stephens, *Sec.* Active 37; Junior 1.
- Southwestern, Memphis**, Tenn. Chapter Officers: C. L. Townsend, *Pres.*; W. R. Cooper, *Sec.* Active 13; Junior 2.
- Southwestern College**, Winfield, Kans. Active 5.
- Southwestern University**, Georgetown, Tex. Active 1.
- Stanford University**, Stanford University, Calif. Chapter Officers: E. E. Robinson, *Pres.*; Hardin Craig, *Sec.* Active 79; Junior 3.
- Stephen F. Austin State Teachers College**, Nacogdoches, Tex. Chapter Officers: T. E. Ferguson, *Pres.*; Mary Love, *Sec.* Active 12; Junior 1.
- Stevens Institute of Technology**, Hoboken, N. J. Active 2.
- Stout Institute**, Menominee, Wis. Active 2.
- Swarthmore College**, Swarthmore, Pa. Chapter Officers: Arnold Dresden, *Pres.*; D. G. Foster, *Sec.* Active 24; Junior 4.
- Sweet Briar College**, Sweet Briar, Va. Active 12.
- Syracuse University**, Syracuse, N. Y. Chapter Officers: Paul Ward, *Pres.*; C. L. Brightman, *Sec.* Active 92; Junior 7.
- Tarkio College**, Tarkio, Mo. Active 2.
- Temple University**, Philadelphia, Pa. Chapter Officers: W. B. Graves, *Pres.*; Stuart Robertson, *Sec.* Active 85; Junior 9.
- Tennessee State Teachers College (East)**, Johnson City, Tenn. Active 5.
- Tennessee State Teachers College (Middle)**, Murfreesboro, Tenn. Active 2; Junior 1.
- Tennessee State Teachers College (West)**, Memphis, Tenn. Active 1; Junior 1.

64 AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

- Tennessee, University of, Knoxville, Tenn. Chapter Officer: L. R. Hesler, *Sec.* Active 14; Junior 2.
- Texas, Agricultural and Mechanical College of, College Station, Tex. Active 4; Junior 1.
- Texas Christian University, Fort Worth, Tex. Chapter Officers: R. L. Welty, *Pres.*; K. E. Ashburn, *Sec.* Active 18; Junior 3.
- Texas State College for Women, Denton, Tex. Active 12; Junior 1.
- Texas State Teachers College, North, Denton, Tex. Junior 2.
- Texas State Teachers College (Southwest), San Marcos, Tex. Active 1.
- Texas State Teachers College (West), Canyon, Tex. Active 9; Junior 2.
- Texas Technological College, Lubbock, Tex. Chapter Officers: A. L. Carter, *Pres.*; C. C. Schmidt, *Sec.* Active 44; Junior 1.
- Texas, University of, Austin, Tex. Chapter Officers: C. F. Arrowood, *Pres.*; D. L. Clark, *Sec.* Active 104; Junior 5.
- Thiel College, Greenville, Pa. Officers: H. G. Gebert, *Pres.*; Grace Hunton, *Sec.* Active 12.
- Toledo, University of the City of, Toledo, Ohio. Chapter Officers: G. E. Van Sickle, *Pres.*; B. W. Stevenson, *Sec.* Active 43; Junior 4.
- Transylvania College, Lexington, Ky. Active 1; Junior 1.
- Trinity College, Hartford, Conn. Chapter Officers: G. A. Kleene, *Pres.*; H. M. Dadourian, *Sec.* Active 23; Junior 1.
- Trinity University, Waxahachie, Tex. Chapter Officers: A. B. Armstrong, *Pres.*; J. A. Padgett, *Sec.* Active 11.
- Tufts College, Tufts College, Mass. Chapter Officers: Charles Gott, *Pres.*; W. F. Wyatt, *Sec.* Active 36.
- Tulane University of Louisiana, New Orleans, La. Chapter Officers: Marten ten Hoor, *Pres.*; H. W. Moseley, *Sec.* Active 45.
- Tulsa, University of, Tulsa, Okla. Chapter Officers: M. S. Waddell, *Pres.*; R. W. Veatch, *Sec.* Active 7.
- Tusculum College, Greeneville, Tenn. Active 1; Junior 1.
- Union College, Schenectady, N. Y. Chapter Officers: D. S. Morse, *Pres.*; W. W. Bennett, *Sec.* Active 49; Junior 7.
- United States Military Academy, West Point, N. Y. Active 1.
- United States Naval Academy, Annapolis, Md. Chapter Officer: H. M. Robert, *Sec.* Active 13.
- Ursinus College, Collegeville, Pa. Active 4; Junior 1.
- Utah, University of, Salt Lake City, Utah. Chapter Officer: Orin Tugman, *Pres.* Active 12; Junior 1.
- Valparaiso University, Valparaiso, Ind. Active 2.
- Vanderbilt University, Nashville, Tenn. Chapter Officers: F. G. Slack, *Pres.*; C. B. Brown, *Sec.* Active 26; Junior 5.
- Vassar College, Poughkeepsie, N. Y. Chapter Officers: Rose Peebles, *Pres.*; P. H. Davis, *Sec.* Active 52; Junior 1.
- Vermont, University of, Burlington, Vt. Chapter Officers: A. R. Gifford, *Pres.*; E. C. Jacobs, *Sec.* Active 52; Junior 3.
- Virginia, Medical College of, Richmond, Va. Chapter Officers: H. L. Osterud, *Pres.*; R. F. McCracken, *Sec.* Active 15; Junior 6.
- Virginia Military Institute, Lexington, Va. Active 3.
- Virginia Agricultural College and Polytechnic Institute, Blacksburg, Va. Chapter Officers: T. W. Knotz, *Pres.*; I. D. Wilson, *Sec.* Active 21.
- Virginia State Teachers College, East Radford, Va. Chapter Officers: M'Ledge Moffett, *Pres.*; Susan Roberts, *Sec.* Active 13.
- Virginia State Teachers College, Farmville, Va. Chapter Officers: G. W. Jeffers, *Pres.*; T. A. McCorkle, *Sec.* Active 8.
- Virginia State Teachers College, Fredericksburg, Va. Active 1.
- Virginia State Teachers College, Harrisonburg, Va. Active 4.
- Virginia, University of, University, Va. Chapter Officer: W. S. Rodman, *Sec.* Active 56; Junior 2.
- Wabash College, Crawfordsville, Ind. Chapter Officers: F. C. Domroese, *Pres.*; G. E. Carscallen, *Sec.* Active 6.
- Wagner Memorial Lutheran College, Staten Island, N. Y. Active 2.
- Wake Forest College, Wake Forest, N. C. Active 5; Junior 1.

- Washburn College**, Topeka, Kans. Chapter Officers: N. E. Saxe, *Pres.*; F. R. Niehaus, *Sec.* Active 15; Junior 2.
- Washington College**, Chestertown, Md. Active 5; Junior 1.
- Washington and Jefferson College**, Washington, Pa. Chapter Officers: C. S. Atchison, *Pres.*; O. F. H. Bert, *Sec.* Active 17; Junior 4.
- Washington and Lee University**, Lexington, Va. Chapter Officer: M. H. Stow, *Sec.* Active 29; Junior 4.
- Washington, State College of**, Pullman, Wash. Chapter Officers: R. L. Webster, *Pres.*; J. R. Vatnstad, *Sec.* Active 56; Junior 11.
- Washington State Normal School**, Cheney, Wash. Active 4.
- Washington University**, St. Louis, Mo. Chapter Officers: E. S. Reynolds, *Pres.*; Edmond Siroky, *Sec.* Active 123; Junior 14.
- Washington, University of**, Seattle, Wash. Chapter Officers: H. V. Tartar, *Pres.*; H. B. Densmore, *Sec.* Active 74; Junior 2.
- Wellesley College**, Wellesley, Mass. Chapter Officers: Josephine Batchelder, *Pres.*; Dorothy Dennis, *Sec.* Active 37; Junior 3.
- Wells College**, Aurora, N. Y. Chapter Officers: Jean Davis, *Pres.*; C. O. Weber, *Sec.* Active 21; Junior 4.
- Wesleyan College**, Macon, Ga. Chapter Officers: Elizabeth Hamilton, *Pres.*; I. E. McKellar, *Sec.* Active 15.
- Wesleyan University**, Middletown, Conn. Chapter Officers: F. E. Farley, *Pres.*; C. F. Kruse, *Sec.* Active 42.
- West Virginia University**, Morgantown, W. Va. Chapter Officers: L. H. Taylor, *Pres.*; Lily Deatruck, *Sec.* Active 64; Junior 1.
- Western College**, Oxford, Ohio. Active 7.
- Western Reserve University**, Cleveland, Ohio. Chapter Officers: Hippolyte Gruener, *Pres.*; W. G. Simon, *Sec.* Active 67; Junior 7.
- Westminster College**, New Wilmington, Pa. Active 15; Junior 3.
- Wheaton College**, Norton, Mass. Active 7; Junior 5.
- Whitman College**, Walla Walla, Wash. Chapter Officer: M. C. Jacobs, *Pres.* Active 8; Junior 3.
- Whittier College**, Whittier, Calif. Active 3; Junior 1.
- Wichita, The Municipal University of**, Wichita, Kans. Chapter Officers: C. C. McDonald, *Pres.*; E. K. Hillbrand, *Sec.* Active 19; Junior 2.
- Willamette University**, Salem, Ore. Active 6.
- William and Mary in Virginia, The College of**, Williamsburg, Va. Chapter Officers: J. H. Jackson, *Pres.*; A. P. Wagener, *Sec.* Active 29; Junior 3.
- William Jewell College**, Liberty, Mo. Chapter Officers: J. P. Fruit, *Pres.*; F. M. Derwacter, *Sec.* Active 12.
- Williams College**, Williamstown, Mass. Chapter Officers: J. P. Comer, *Pres.*; Charles Fairman, *Sec.* Active 43; Junior 2.
- Wilson College**, Chambersburg, Pa. Active 8.
- Winthrop College**, Rock Hill S. C. Active 2; Junior 1.
- Wisconsin State Normal School**, Superior, Wis. Active 1.
- Wisconsin State Teachers College**, Lacrosse, Wis. Active 1.
- Wisconsin State Teachers College**, Milwaukee, Wis. Active 2.
- Wisconsin, University of**, Madison, Wis. Chapter Officers: Joel Stebbins, *Pres.*; Lelia Bascom, *Sec.* Active 139; Junior 18.
- Wittenberg College**, Springfield, Ohio. Chapter Officers: M. O. Tripp, *Pres.*; Christian Van Riper, *Sec.* Active 27.
- Wooster, College of**, Wooster, Ohio. Chapter Officers: A. S. Tostlebe, *Pres.*; C. S. Ellsworth, *Sec.* Active 18; Junior 1.
- Worcester Polytechnic Institute**, Worcester, Mass. Chapter Officer: R. K. Morley, *Sec.* Active 18.
- Wyoming, University of**, Laramie, Wyo. Chapter Officers: W. G. Solheim, *Pres.*; W. O. Clough, *Sec.* Active 33; Junior 3.
- Yale University**, New Haven, Conn. Chapter Officers: M. R. Davie, *Pres.*; S. R. Brinkley, *Sec.* Active 189; Junior 17.

## MEMBERS DECEASED DURING 1932 (73)

Adams, Arlon T.	(English)	White Bear Lake, Minn.
Adams, George I.	(Geol., Mineralogy)	University of Alabama
Almy, Frank F.	(Physics)	Grinnell College
Baldwin, Frances E.	(Hist., Political Sci.)	New York, N. Y.
Bennett, Frank W.	(English)	Seton Hill College
Bishop, A. L.	(Geography)	Yale University
Boardman, Mary L.	(French)	Smith College
Breene, F. T.	(Dentistry)	University of Iowa
Brigham, A. P.	(Geology)	Colgate University
Brodie, W. M.	(Mathematics)	Virginia Polytechnic Institute
Bynum, Jefferson C.	(Geology)	University of North Carolina
*Cairns, W. B.	(English)	University of Wisconsin
Cole, Robert D.	(Education)	University of North Dakota
Cotton, William J.	(Economics)	Duke University
Coyle, George L.	(Chemistry)	Georgetown University
*Cross, C. N.	(Mech. Eng.)	Stanford University
Diamond, William	(German)	University of California, L. A.
Donahue, James E.	(Math., Astronomy)	University of Vermont
Downey, June E.	(Psychology)	University of Wyoming
*Fish, C. R.	(History)	University of Wisconsin
Fletcher, Hugh M.	(Economics)	University of Pittsburgh
†*Gayley, C. M.	(English)	University of California
Gotwald, W. H.	(History)	Wittenberg College
*Grant, U. S.	(Geology)	Northwestern University
Greenleaf, Jeanne H.	(Romance Languages)	University of Wisconsin
††*Hale, E. E.	(English)	Union College
Harding, E. Percy	(Chemistry)	University of Minnesota
Heusinkveld, A. H.	(English)	University of Iowa
*Hills, E. C.	(Romance Languages)	University of California
Holbrook, Evans	(Law)	University of Michigan
Johnson, Harriet D.	(Latin)	Judson College
Jones, J. Claude	(Geology)	University of Nevada
Jones, Roger M.	(Greek)	The Johns Hopkins University
*Kellogg, O. D.	(Mathematics)	Harvard University
Kirkpatrick, J. E.	(Hist., Political Science)	Olivet, Michigan
Lammert, Olive M.	(Chemistry)	Vassar College
Lamson, George H.	(Zoology)	Connecticut Agricultural Coll.
Langworthy, C. A.	(English)	State College of Washington
Lansing, Ruth	(Romance Languages)	Simmons College
*Latané, J. H.	(History)	The Johns Hopkins University
Long, J. R.	(Law)	University of Colorado
Lovejoy, Sara C.	(Economics)	Hood College
Lutkin, P. C.	(Music)	Northwestern University
McClure, Benjamin	(English)	University of Pittsburgh

\*Charter Member

†Member of the Council 1915-18

††Member of the Council, 1922-25, 27-30

*Marden, C. C.	(Romance Languages)	Princeton University
*Mead, G. H.	(Philosophy)	University of Chicago
*Mustard, W. P.	(Latin)	The Johns Hopkins University
Nagel, Zeno K.	(Fine Arts)	Syracuse University
*O'Shea, M. V.	(Education)	University of Wisconsin
Phelps, Edward P.	(Chemistry)	Marshall College
Plowman, A. B.	(Biology)	University of Akron
Prentiss, H. J.	(Medicine)	University of Iowa
Prescott, Winward	(English, History)	Mass. Institute of Technology
Reed, Albert G.	(English)	Louisiana State University
Rosenstengel, Rudolph	(Elec. and Mech. Eng.)	Gettysburg College
Roulé, Jules C.	(Romance Languages)	Dartmouth College
Runyan, Laura L.	(History)	Mo. State Teachers College
Seward, S. S., Jr.	(English)	Stanford University
Shulters, John R.	(Modern Languages)	Florida State Coll. for Women
Simonton, J. W.	(Law)	West Virginia University
Slaght, William E.	(Philosophy)	Cornell College
*Smith, J. M. P.	(Old Testament)	University of Chicago
Snedden, Donald	(Education, Psychology)	New York University
Stone, Margaret B.	(French, Spanish)	Baylor College for Women
*Swift, E. J.	(Psychology, Education)	Washington University
Tapy, George H.	(Psychology, Education)	Wabash College
Udden, Johan A.	(Geology)	University of Texas
*Wheeler, A. L.	(Latin)	Princeton University
Wilm, E. C.	(Philosophy)	Stanford University
Wilson, Henry L.	(English)	Temple University
Worrall, J. S.	(History)	Olivet College
Young, Herman H.	(Clinical Psychology)	Indiana University
*Young, J. W.	(Mathematics)	Dartmouth College

\*Charter Member

## RECORD OF MEMBERSHIP FOR 1932

Membership January 1, 1932.....		11,588
Deaths.....	73	
Resignations.....	476	
Memberships lapsed.....	320	869
		_____
		10,719
Reinstated.....		66
Elections: Active.....	907	
Junior.....	377	1,284
		_____
Total January 1, 1933.....		12,069
Members in 436 Institutions:		
Active.....	10,039	
Junior.....	973	11,012
		_____
Other Active Members.....		381
Other Junior Members.....		397
Associate Members.....		190
Honorary Members.....		89
		_____
Total January 1, 1933.....		12,069

Besides active and junior members connected with colleges and universities this statement includes: 1. Other Active Members: those connected with the research foundations or engaged in occupations closely related to teaching or investigation, those whose teaching or research is temporarily interrupted or who are at institutions not on the eligible list, also any whose addresses are unknown; 2. Other Junior Members; 3. Associate Members: members who, ceasing to be eligible for active membership, are transferred with the approval of the Council to associate membership; 4. Honorary Members: any associate member, or member eligible for transfer to associate membership, may be elected by the Council to honorary membership by reason of distinguished achievements in teaching or research.

## COMMITTEES FOR 1933

### EXECUTIVE COMMITTEE OF THE COUNCIL

*Chairman, W. W. Cook (Law), Johns Hopkins*

O. J. Campbell (Eng.), Michigan; J. W. Martin (Econ.), Kentucky; L. B. Richardson (Chem.), Dartmouth; Thorndike Saville (Engineering), New York; C. R. Stockard (Anat.), Cornell; Carl Wittke (Hist.), Ohio State; and the Secretaries.

### COMMITTEE A

#### Academic Freedom and Tenure

*Chairman, S. A. Mitchell (Astron.), Virginia*

*Eastern:* J. P. Lichtenberger (Sociol.), Pennsylvania; A. O. Lovejoy (Philos.), Johns Hopkins; Holland Thompson (Hist.), City College.

*Central:* W. C. Curtis (Biol.), Missouri; F. S. Deibler (Econ.), Northwestern; U. G. Weatherly (Sociol.), Indiana; Quincy Wright (Pol. Sci.), Chicago.

*Southern:* D. Y. Thomas (Pol. Sci.), Arkansas.

*Western:* A. M. Kidd (Law), California; F. M. Padelford (Eng.), Washington (Seattle); R. C. Tolman (Chem.), Calif. Inst. Tech.

### COMMITTEE F

#### Admission of Members

*Chairman, R. E. Dengler (Classics), Pennsylvania State*

A. L. Bouton (Eng.), New York; H. L. Crosby (Greek), Pennsylvania; A. C. Lane (Geol.), Tufts; A. O. Lovejoy (Philos.), Johns Hopkins; W. T. Magruder (Mech. Eng.), Ohio State; Julian Park (Hist.), Buffalo.

## COMMITTEE I

## University Ethics

*Chairman, Henry Crew (Physics), Northwestern*

G. P. Costigan, Jr. (Law), California; G. W. Cunningham (Philos.), Cornell; John Dewey (Philos.), Columbia; W. B. Munro (Hist. and Govt.), Calif. Inst. Tech.; E. A. Ross (Sociol.), Wisconsin; E. R. A. Seligman (Pol. Econ.), Columbia; G. W. Stewart (Phys.), Iowa; C. F. Taeusch (Bus. Ethics), Harvard; C. J. Tilden (Civil Eng.), Yale, J. H. Tufts (Philos.), Chicago; H. C. Warren (Psych.), Princeton; U. G. Weatherly (Sociol.), Indiana.

## SPECIAL COMMITTEES

## COMMITTEE C

## International Relations

*Chairman, S. P. Duggan (Institute of International Education), New York*

R. L. Buell<sup>1</sup> (Foreign Policy Assoc.), New York; L. P. Chambers (Philos.), Washington (St. Louis); Harry T. Collings (Econ.), Pennsylvania; P. H. Douglas (Commerce), Chicago; A. W. McMahon (Govt.), Columbia; Eliot G. Mears (Inter. Trade), Stanford; L. S. Rowe (Director, Pan-American Union), Washington, D. C.; Quincy Wright (Pol. Sci.), Chicago.

## COMMITTEE D

## Relation of Vocational to General Higher Education

*Chairman, Lucile Eaves (Sociol.), Simmons*

J. M. Brewer (Educ.), Harvard; A. M. Cathcart (Law), Stanford; D. L. Edsall (Med.), Harvard; H. S. Fry (Chem.), Cincinnati; A. B. Hart (Govt.), Harvard; H. H. Higbie (Mech. Eng.), Michigan; W. F. Magie (Physics), Princeton; W. B. Pillsbury (Psych.), Michigan.

<sup>1</sup> Not a Member of the Association

**COMMITTEE E****Organization and Conduct of Local Chapters***Chairman, G. H. Ryden (Hist.), Delaware*

Joseph Allen (Math.), City College; Homer L. Dodge (Phys.), Oklahoma; C. L. Grose (Hist.), Northwestern; J. S. Guy (Chem.), Emory; E. R. Hedrick (Math.), California (Los Angeles); H. W. Moseley (Chem.), Tulane; George Rebec (Educ.), Oregon; Francis J. Tschan (Hist.), Pennsylvania State; Carl Wittke (Hist.), Ohio State.

**COMMITTEE J****Relation of Junior Colleges to Higher Education***Chairman, A. C. Krey (Hist.), Minnesota*

H. G. Doyle (Rom. Lang.), George Washington; W. C. Eells (Educ.), Stanford; L. V. Koos (Educ.), Chicago.

**COMMITTEE L****Cooperation with Latin-American Universities to Promote Exchange Professorships and Fellowships, etc.***Chairman, L. S. Rowe (Director-General, Pan-American Union), Washington, D. C.*

G. H. Blakeslee<sup>1</sup> (Hist.), Clark; Frank Calcott (Span.), Columbia; S. P. Capen<sup>1</sup> (Chancellor), Buffalo; H. T. Collings (Econ.), Pennsylvania; I. J. Cox (Hist.), Northwestern; S. P. Duggan (Educ.), City College; Edith Fahnestock (Span.), Vassar; J. D. M. Ford (Rom. Lang.), Harvard; C. W. Hackett (Hist.), Texas; Clarence H. Haring (Latin-American Hist.), Harvard; H. G. James (Govt.), South Dakota; Julius Klein<sup>1</sup> (Department of Commerce), Washington, D. C.; F. B. Luquien (Span.), Yale; P. A. Martin (Hist.), Oklahoma; Paul Monroe (Educ.), Columbia; J. Fred Rippy (Hist.), Duke; E. A. Ross (Sociol.), Wisconsin; G. H. Stuart<sup>1</sup> (Pol. Sci.), Stanford; Glen L. Swiggett<sup>1</sup> (Rom. Lang.), Washington, D. C.; Mary W. Williams (Hist.), Goucher.

<sup>1</sup> Not Members of the Association

**COMMITTEE P****Pensions and Insurance***Chairman, E. W. Patterson (Law), Columbia*

W. W. Cook (Law), Johns Hopkins; S. S. Huebner (Finance), Pennsylvania; E. W. Kemmerer (Econ.), Princeton; Roswell Magill (Law), Columbia; H. L. Rietz (Math.), Iowa; W. F. Willcox (Econ.), Cornell.

**COMMITTEE Q****Required Courses in Education***Chairman, Kenneth P. Williams (Math.), Indiana*

Dinsmore Alter (Astron.), Kansas; Roy C. Flickinger (Classics), Iowa; Raymond G. Gettell (Pol. Sci.), California; Marten ten Hoor (Philos.), Tulane; Louise Pound (Eng.), Nebraska; Alfonso de Salvio (Rom. Lang.), Brown; Richard H. Shryock (Hist.), Duke.

**COMMITTEE R****Encouragement of University Research***Chairman (Awaiting Appointment)*

E. C. Armstrong (Rom. Lang.), Princeton; Eliot Blackwelder (Geol.), Stanford; A. C. L. Brown (Eng.), Northwestern; R. G. Kent (Comp. Philol.), Pennsylvania; J. L. Lowes (Eng.), Harvard; L. C. Marshall (Law), Johns Hopkins; W. A. Nitze (Rom. Lang.), Chicago; W. A. Oldfather (Classics), Illinois; Joel Stebbins (Astron.), Wisconsin; C. C. Torrey (Oriental Lang.), Yale.

**COMMITTEE S****Library Service***Chairman, C. C. Williamson (Library), Columbia*

Jesse E. Adams (Educ.), Kentucky; R. E. Buchanan (Bact.), Iowa State; Charlotte D'Evelyn (Eng.), Mt. Holyoke; H. G. Doyle (Rom. Lang.), George Washington; Donald B. Durham (Classics), Hamilton; T. R. Garth (Psych.), Denver; T. W. Glocker

(Econ.), Tennessee; D. C. Jackson (Elec. Eng.), Mass. Inst. of Tech.; R. J. Kerner (Hist.), California; O. W. Long (German), Williams; D. A. Robertson (President), Goucher; W. O. Sypherd (Eng.), Delaware; H. A. Wooster (Pol. Sci.), Oberlin.

#### COMMITTEE U

##### College and University Teaching

*Chairman, W. B. Munro (Hist. and Govt.), Calif. Inst. of Tech.*

F. K. Richtmyer (Phys.), Cornell, *Vice-Chairman*; Fernandus Payne (Zool.), Indiana, *Secretary*; George Boas (Philos.), Johns Hopkins; A. L. Bondurant (Classics), Mississippi; Alzada Comstock (Econ.), Mt. Holyoke; Hardin Craig (Eng.), Stanford; C. H. Judd (Educ.), Chicago; H. L. Dodge (Phys.), Oklahoma, *Field Director*.

##### Advisory Members

J. R. Angell (President), Yale; S. P. Capen<sup>1</sup> (Chancellor), Buffalo; L. D. Coffman<sup>1</sup> (President), Minnesota; Kathryn McHale (Association of University Women), Washington, D. C.; Paul Monroe (Educ.), Columbia; H. W. Tyler (Math.), Washington Office; W. E. Wicken-den<sup>1</sup> (Elec. Eng.), Case; E. H. Wilkins (President), Oberlin.

#### COMMITTEE W

##### Conditions of Tenure

*Chairman, W. W. Cook (Law), Johns Hopkins*

S. F. Bemis (Hist.), George Washington; E. N. Curtis (Hist.), Goucher; A. J. Harno (Law), Illinois; S. A. Mitchell (Astron.), Virginia.

#### COMMITTEE Z

##### The Economic Condition of the Profession and Income Tax Questions

*Chairman, S. H. Slichter (Econ.), Harvard*

T. S. Adams (Pol. Econ.), Yale; C. C. Arbuthnot (Econ.), Western Reserve; W. A. Berridge (Econ.), Metropolitan Life Ins. Co., New

<sup>1</sup> Not Members of the Association

York; T. N. Carver (Econ.), Harvard; W. W. Cook (Law), Johns Hopkins; R. M. Haig (Bus. Admin.), Columbia; Yandell Henderson (Physiol.), Yale; J. H. Hollander (Pol. Econ.), Johns Hopkins; E. W. Kemmerer (Econ.), Princeton; J. B. Peixotto (Econ.), California; C. C. Plehn (Econ.), California; W. T. Semple (Latin), Cincinnati; W. S. Taylor (Psych.), Smith; R. H. True (Botany), Pennsylvania.

#### Association Representatives

*American Council on Education:* H. G. Doyle (Rom. Lang.), George Washington; H. C. Lancaster (Rom. Lang.), Johns Hopkins; H. W. Tyler (Math.), Washington Office.

*American Association for the Advancement of Science:* Henry Crew (Physics), Northwestern; S. A. Mitchell (Astron.), Virginia.

*National Research Council:* Marian P. Whitney (German), New Haven, Conn.

*National Parks Association:* H. W. Tyler (Math.), Washington Office.

## MEMBERSHIP

### ACTIVE MEMBERS ELECTED

The Committee on Admissions announces the election of two hundred and thirty-three active and sixty-six junior members, as follows:

**University of Akron**, Frank J. S. Mastro, Ernest F. Schaefer; **University of Alabama**, Linton L. Barrett, Claude A. Campbell; **Allegheny College**, Philip M. Benjamin, Guy E. Buckingham, Martin K. Howes, Horace T. Lavelle, Dale E. Thomas; **University of Arizona**, H. L. van de Sande Bakhuyzen, Oliver K. Garretson, Edward P. Mathewson, William J. Tucker, M. F. Wharton; **Arkansas State Teachers College**, Charles V. Robinette, Curtis F. Sheley; **Ashland College**, Raymond Bixler, Morris G. Caldwell, Robert R. Haun, Milton P. Puterbaugh, Roy R. Ullman; **Boston University**, J. Philip Mason, Robert E. Moody, Albert Morris, Frank Nowak; **Brooklyn College**, Anna C. Lee, Walter H. Mais, William H. Steiner; **Brown University**, Arthur E. Murphy, Charles K. Trueblood; **University of Buffalo**, Lewis G. Freeman; **University of California**, Glen Haydon; **University of California (Los Angeles)**, Philip Petsch; **University of Chicago**, A. J. Brumbaugh, Davis Edwards; **City College (New York)**, Walther I. Brandt; **Clarkson School of Technology**, Geoffrey E. Cunningham; **Colgate University**, Orville B. Bennett; **Dartmouth College**, Earl K. Carter, G. Reginald Crosby, Albert van Eerd, Hugh S. Morrison; **University of Delaware**, Robert O. Bausman; **Delta State Teachers College**, Carey C. Dobbs; **University of Denver**, Olive J. Grigsby; **De Pauw University**, Walter E. Bundy, Glenn W. Giddings, Jerome C. Hixson, Rowland Leach, Vera L. Mintle, George E. Smock, Louise P. Walker; **Colleges of the City of Detroit**, Alma Ackley, André Delattre, Pierre Delattre, Newman Ertell, David L. Holmes, Edward W. McFarland, James H. Russell, Lawrence H. Seltzer; **Drake University**, Earl G. Lockhart, Arthur J. Rider; **Duke University**, William J. Dana, H. Shelton Smith, Marie U. White; **Florida State College for Women**, Henry F. Becker, Dorothy R. Breen, Beulah B. Briley, Alice M. Christensen, Ezda Deviney, Ralph L. Eyman, Josiah B. Game, Helen Haggerty, Sarah Herndon, Leland Lewis, Marjorie Mayer, Katherine W. Montgomery, Harold F. Richards, Ruth Schornherst, Maud Schwalmeyer; **George Washington University**, Eugenia Galtsoff, DeWitt C. Knowles, Jr., William Loman; **Georgia State College for Women**, Clara W. Hasslock; **Georgia State Woman's College**, Leonora I. Ivey, Gladys E. Warren; **University of Georgia**, Arthur B. McLean; **Gustavus Adolphus College**, Ernest H. Henrikson; **Hamline University**, Paul E. Johnson; **Hunter College**, Eleanor E. Barry, Marie K. Gallagher, Harry L. Levy; **Iowa State Teachers College**, Josef Schaefer; **Kansas State Teachers College (Emporia)**, John Breukelman, Alfred W. Philips; **Lafayette College**, Theodore W. Cousens, W. Harold Dalgliesh, Dale H. Moore; **Lehigh University**, Frank C. Becker, Adelbert Ford; **Lenoir Rhyne College**, Dingley Brown; **Louisiana State Normal College**, Sarah L. C. Clapp; **Louisiana State University**, J. A. Thompson; **Michigan State College**, Everett L. Austin, James T. Caswell, Lloyd B. Sholl; **Michigan State Normal College**, Anna W. Field; **University of Michigan**, Hereward T. Price; **University of Missouri**, Marshall F. Bryant, Gustav Dippold, Charles E. Germane, Wilburn S. Goldthwaite.

Frank Gorman, John G. Heinberg, Robert W. Siddle, Fred Von Borgersrode, Ralph Watkins; **Montana State College**, D. B. Swingle; **Muhlenberg College**, William D. Coder, Harold E. Miller; **University of New Hampshire**, Donald H. Chapman, Thomas H. McGrail, Clifford S. Parker; **New York University**, Laurence F. Hawkins; **North Carolina State College**, Donald B. Anderson; **North Dakota Agricultural College**, W. A. Cleveland, Victor T. Sander; **Occidental College**, Jean Christie; **Ohio Wesleyan University**, Arthur L. Davis; **Oklahoma Agricultural and Mechanical College**, Mack H. Griffin, Daniel L. Huffman, Thamazin M. Hutchins, Anna M. Johnson; **University of Oklahoma**, Hedwig Schaefer; **Park College**, Leon Robbins; **University of Pittsburgh**, John W. Dodds, Anthony Goldberger, Marion T. Griggs, Omar C. Held; **Rensselaer Polytechnic Institute**, Granville Hicks; **Robert College**, Harold L. Scott; **Rollins College**, Willard Wattles; **Rutgers University**, Edward M. Burns, Donald F. Cameron; **Sam Houston State Teachers College**, Annie J. Workman; **Simmons College**, Edith Fishtine; **University of the South**, Gaston S. Bruton; **University of South Carolina**, W. H. Callcott, Ashmead C. Carson, Vernon Cook, James E. Copenhaver, J. Nelson Frierson, William C. McCall, J. Rion McKissick, Charles F. Mercer, Robert L. Meriwether, E. T. Motley, Hugh R. Murchison, George E. Olson, James T. Penney, Isadore Schayer, Robert L. Sumwalt, Patterson Wardlaw; **South Dakota State Teachers College (Northern)**, Glenn M. Jordan, A. H. Wray; **Southern Methodist University**, James L. Glanville, Walter T. Watson; **Temple University**, Sterling K. Atkinson, William M. Blaisdell, Paul A. Brown, Irwin S. Hoffer, Clarence Schettler; **Texas Christian University**, Lewis D. Fallis, Mirth S. Sherer; **Texas State Teachers College (Southwest)**, Alfred H. Nolle; **University of Texas**, Mody C. Boatright; **University of the City of Toledo**, Sarah S. Bissell, May A. Blanchard, Margaret E. Hamilton, Marian E. Richley; **Trinity College (Connecticut)**, Alfred K. Mitchell; **Trinity University**, John W. Cummings, Maude B. Davis, Yetta Mitchell, Nelle A. Robinson; **Vanderbilt University**, Ada B. Stapleton; **Virginia State Teachers College (Harrisonburg)**, Raus M. Hanson, John A. Sawhill; **University of Virginia**, Charles K. Davenport; **Washington and Lee University**, Leonard C. Helderman; **Wells College**, Marguerite M. McKee; **Wesleyan University**, Carleton L. Wiggin; **Westminster College (Pennsylvania)**, Harold L. Black, A. T. Cordray, Ben Euwema, Robert X. Graham, John Lawther, Mary C. McConagha, John G. Moorhead, Juanita C. Moorhead, John Orr, E. B. Russell, Elizabeth Stewart, James A. Swindler, Gilbert H. Taylor, Florence E. White; **William Jewell College**, Frank G. Edson; **Williams College**, Winthrop H. Root; **College of Wooster**, John W. Creighton.

#### TRANSFERS FROM JUNIOR TO ACTIVE MEMBERSHIP

**Arizona State Teachers College (Flagstaff)**, Eldon A. Ardrey; **Dartmouth College**, Irving E. Bender, Albert S. Carlson; **University of Delaware**, Ned B. Allen, J. C. D. Harding; **Colleges of the City of Detroit**, Charles W. Shull; **Florida State College for Women**, Mildred Finnegan; **George Washington University**, Mitchell Dreese; **Juniata College**, R. Hadly Waters; **Louisiana State University**, Benjamin C. Craft, Fred B. Kniffen, W. J. Olive, William Whipple; **Mills College**, Mary C. Burch; **University of Missouri**, J. Brewton Berry; **Muskingum College**, Robert H. Mitchell; **Ohio State University**, Eugen Gott-

lieb; **North Dakota Agricultural College**, Delaphine G. Rosa, A. D. Stoesz, Paul E. Zerby; **Rockford College**, Isabel R. Abbott; **University of the City of Toledo**, Nicholas Mogendorff; **State College of Washington**, Harold M. Hayward; **William Jewell College**, W. Holt Smith.

### JUNIOR MEMBERS ELECTED

**Centre College**, Will D. Gilliam, Jr.; **University of Chicago**, Herbert W. Conner; **Dartmouth College**, Leonard W. Doob, Harry Eisenbrown, William F. Geiger; **University of Delaware**, Edward C. Bardo, Alexander Nikitin, Paul Wiers; **De Pauw University**, Hiram M. Stout, Charles J. Wilkerson; **Florida State College for Women**, Edith M. Burlingame; **University of Florida**, S. P. Sashoff; **George Washington University**, Herman Kaveler; **Harvard University**, Herman O. Werner; **University of Iowa**, Lyle K. Henry; **Louisiana State University**, Cleanth Brooks, Jr., Belle R. Causey, Lorelle Causey, J. L. E. Erickson, Martin L. Riley, J. Harvey Roberts, Margaret Woods; **MacMurray College for Women**, Ward B. Jenks; **Miami University**, Alfred H. Gilbert; **University of Michigan**, Helen W. Dodson; **University of Missouri**, Cloyce F. Bradley, William R. Carter, John R. Cope, Karl D. Dietrich, Fred McKinney, E. E. Naylor, Henry N. Peters; **Morningside College**, Susanna P. Zwemer; **North Dakota Agricultural College**, Archie Higdon; **University of Oklahoma**, George A. Van Lear, Jr.; **Pomona College**, Laurence J. de Rycke; **Temple University**, John F. Lontz; **Agricultural and Mechanical College of Texas**, Harper G. Brown; **University of the City of Toledo**, Donovan F. Emch, John R. Spicer; **Union College**, Frederic C. Schmidt; **Medical College of Virginia**, F. L. Apperly; **Washington and Lee University**, Thomas C. Watkins; **Washington University**, Leroy R. Boling, Thomas F. Dunn, Jr.; **Westminster College (Pennsylvania)**, G. R. Ellis, Leon S. Marshall, Margaret F. Reed; **Woman's Medical College of Pennsylvania**, Helene Lippay-Wastl; **Not in University Connection**, E. May Bixby (Ph.D., Western Reserve), Woods Hole, Mass.; Elizabeth H. Blair (Ph.D., Pittsburgh), Charlotte, N. C.; Frank G. Brooks (Sc.D., Johns Hopkins), Oklahoma City, Okla.; Mary B. Derrickson (A.M., Syracuse), Frederica, Dela.; George W. Eddy (Ph.D., Ohio State), Youngstown, O.; William S. Hoffman (M.D., Chicago), Chicago, Ill.; Otis C. Ingebritsen (Ph.D., Chicago), Charlotte, N. C.; Adeline K. Kerlin (M.A., Columbia), Brooklyn, N. Y.; Alexander H. Krappe (Ph.D., Chicago), Las Vegas, N. Mex.; Margarete M. H. Kunde (M.D., Chicago), Chicago, Ill.; Esther L. Long, Popejoy, Ia.; Karl Lorenz (B.A., Bonn), New York, N. Y.; William J. McCurdy (Ph.D., Harvard), Harrison, N. Y.; Norma O. MacRury (A.M., Boston), Paris, France; Oscar B. Muench, Las Vegas, N. Mex.; John J. Sheinin (Ph.D., Northwestern), Chicago, Ill.; Benjamin P. Whitaker (Ph.D., Yale), Washington, D. C.

## NOMINATIONS FOR MEMBERSHIP

The following fifty-six nominations for active membership and sixteen nominations for junior membership are printed as provided under Article IV of the Constitution. Objection to any nominee may be addressed to the General Secretary, 744 Jackson Place, Washington, D. C., or to the Chairman of the Committee on Admissions<sup>1</sup> and will be considered by the Committee if received before February 25, 1933.

The Committee on Admissions consists of R. E. Dengler, Pennsylvania State, Chairman; A. L. Bouton, New York; H. L. Crosby, Pennsylvania; A. C. Lane, Tufts; A. O. Lovejoy, Johns Hopkins; W. T. Magruder, Ohio State; Julian Park, Buffalo.

- Harvey J. Alexander (Languages), Centre  
Ida Bohannon (Spanish), Missouri  
James E. Chace, Jr. (Economics), Florida  
Allen W. Coven (Physics), Kent State  
Henry C. Davis (English), South Carolina  
Harwood B. Dolbear (Economics), Florida  
Ethel B. Durboraw (Education), Moorhead State Teachers  
Virginia Fitz Maurice (French), Moorhead State Teachers  
Arthur F. Greaves-Walker (Ceramic Engineering), North Carolina State  
Joy P. Guilford (Psychology), Nebraska  
Agnes L. Herwig (Languages), Pennsylvania College for Women  
Katherine B. Heyward (Art), South Carolina  
Louise Hilligass (Nursing), Missouri  
Ruby A. Holton (Physical Education), Drake  
Minnie L. Irons (Home Economics), Missouri  
Edgar N. Johnson (History), Nebraska  
Richard R. Kirk (English), Tulane  
Alan K. Laing (Art), Cincinnati  
Harvey J. Locke (Sociology), Moorhead State Teachers  
Mabel L. Lynott (Home Economics), Arizona  
Mary MacColl (English), Vassar  
Robert L. Menuet (Mathematics), Tulane  
Nelle Miller (Mathematics), Arizona  
Edmund A. Moore (History), Connecticut Agricultural  
Chester O. Newlun (Education), Oklahoma  
Elmer J. Ortman (Education), Oklahoma  
Ervin J. Prouse (Astronomy), Washburn  
Benjamin U. Ratchford (Economics), Duke  
C. J. Ratzlaff (Economics), Lafayette  
William E. Roth (Mathematics), Wisconsin  
C. Ruth Shaw (Zoology), Kent State

<sup>1</sup> Nominations should in all cases be presented through the Washington Office, 744 Jackson Place, Washington, D. C.

Carlton E. Spencer (Law), Oregon  
Ethel Tainter (English), Moorhead State Teachers  
Winthrop Tilley (English), Connecticut Agricultural  
Milton F. Tostlebe (Education), South Dakota State Teachers (Northern)  
Ethel Tudor (Home Economics), Baldwin-Wallace  
William R. Varner (Physics), Oregon State  
Wayland Vaughan (Psychology), Boston  
I. Delbert Weeks (Education), South Dakota State Teachers (Northern)  
John J. Wilson (Education), Stephen F. Austin State Teachers  
Joseph P. Wilson (Economics), Florida  
Elizabeth Wisner (Sociology), Tulane

### NOMINATIONS FOR JUNIOR MEMBERSHIP

Robert C. Baldwin (Philosophy), Connecticut Agricultural  
Ralph Bienfang (Pharmacognosy), Oklahoma  
Nelson M. Bortz (Economics, Government), Worcester Polytechnic  
Andrew E. Harvey (Languages), William and Mary  
Arvid T. Johnson (Social Science), City of Toledo  
A. Jeanette Jones (Geology), Lawrence  
J. Wilfred Lambert (Psychology), William and Mary  
Peter F. Loewen (English), Moorhead State Teachers  
Maude Parker (Physical Education), George Washington  
Karl A. Parsons (Natural Science), Moorhead State Teachers  
Robert S. Smith (Economics), Duke

### SUPPLEMENTARY LIST OF NOMINATIONS FOR ACTIVE MEMBERSHIP

Howard R. Evans (Educational Administration), Akron  
Omer R. Fouts (Physics), Akron  
Francis G. Gilchrist (Zoology), Pomona  
Eugene Haas (Chemistry), Akron  
Florence G. Jenney (English), Russell Sage  
David King (Political Science), Akron  
John Lukken (Music), South Dakota State Teachers (Northern)  
Percy MacKaye (Drama), Sweet Briar  
Ruth B. Meyers (Physics), Oklahoma  
Matthew C. Mitchell (Political Science), Brown  
Julia Patton (English), Russell Sage  
John M. Pfiffner (Public Administration), Southern California  
James R. Wells (Biology), Kansas State Teachers (Pittsburgh)  
Earl R. Wilson (Mechanical Engineering), Akron

**SUPPLEMENTARY LIST OF NOMINATIONS FOR  
JUNIOR MEMBERSHIP**

James P. Isaac (History), Oklahoma Agricultural and Mechanical

David K. Jackson (English), Duke

Ira H. Latimer (Sociology, History), Ohio State

William R. Richardson (English), Harvard

Mary A. Sollmann (Classics), Johns Hopkins

## Appointment Service Announcements

The Appointment Service is open only to members but formal registration is necessary. Those interested in keyed vacancies may have duplicates of their registration blanks transmitted to appointing officers on request.

Members registered with the Appointment Service may have brief announcements inserted in the Teachers Available section at a charge of \$1.00 per line for the first insertion and 50% of that amount for repetitions. Copy should reach the Washington Office not later than the end of the month preceding publication.

Administrative officers who are interested in announcements under Teachers Available may upon inquiry receive copies of registration papers of candidates. Appointing officers are invited to report vacancies at their institutions.

## Teachers Available

Administration, History and Government: Man, 42. Requirements completed for Ph.D. June, 1933. Eight years' college teaching experience. Publications. Will teach in either field above. A 444

Art: Man, LL.D. Six years' experience teaching art and history of art. Known as painter and teacher. Foreign travel. A 445

Biology: Ph.D. Cornell. Eight years' experience college and university teaching, three years' government experience. Available at once. A 446

Biology or Zoology: Man, 35, married, Ph.D. Head of biology department in small college seven years. Four years' teaching experience in large university. Research. Publications. Available fall of 1933. A 447

Botany: Man, M.S. Wisconsin, and further postgraduate study. Plant pathology research, experiment station publications. Twenty years' university teaching experience, general and tropical botany, mycology, plant pathology. Available at once or for 1933-34. A 448

Chemistry: Ph.D. Nine years' successful experience in college and university teaching. Research. Publications. Available at once. A 449

Classics: Highest honors at Harvard. Three years' graduate study abroad. Six years' university teaching. A 450

Classics: Man, married, M.A., near Ph.D. Six years' teaching experience, four in large university. Available June or September, 1933. A 451

Economics: Three years' full-time teaching. Present year devoted to completion of Ph.D. Available June, 1933. A 452

Economics, Business Administration: Ph.D. Six years' teaching. Public accounting experience. Publications. Available fall, 1933. A 453

Education: Man, 38, married, Ph.D. Cincinnati. Several years of college experience. Major educational research, minors in supervision and secondary education; opportunity for research desired. Available at once. A 454

Education: Man, Ph.D. Seven years' successful experience in university teaching. Educational psychology or measurements. A 455

Education, Sociology: Man, 33, single, Ed.D. Stanford. Eight years' teaching experience. Publications. Desires college position. A 456

English: Man, married, Ph.D. Yale. Six years' experience as college department head, four years' experience in college administration. Platform experience. Desires position in teaching or administration, or combination of the two. A 457

English: Married, Ph.D. Virginia, 1928. Publications and platform experience. The drama and novel. Available fall of 1933. A 458

German: Man, 38, Ph.D. Six years' teaching experience; German residence, partly American education, world-wide travel, several languages. A 459

German: Man, Ph.D. Fifteen years' experience in middle western and southern institutions; acting head of German department four years in eastern women's college. Travel in Germany. Author of textbook. A 460

History and Government: Ph.D., LL.B. Harvard; eight years' experience; now engaged in research. Wishes opportunity to teach introductory course in one of above, or pre-law course. A 461

History, Political Science: Man, 26, married, Ph.D. California (Bolton). Four years' teaching experience. Available at once. A 462

History, Political Science: Woman, Ph.D. Nine years' of college teaching (seven, department head). Publications. Special fields, American history and international relations. Available for teaching or research fall or summer, 1933. A 463

Journalism: Man, M.A., professor and department head, twelve years. Present, permanent appointment class "A" journalism school. Graduate work history, psychology. Weekly, small city daily, metropolitan newspaper experience. Publications. Editorial, teaching, administrative record. A 464

Marketing and Advertising: M.A., course work and languages removed for Ph.D. Present position, assistant professor in midwest university. Available in September. A 465

Mathematics: Woman, Ph.D. 1931. Ten years' successful experience in college and university teaching. Now an associate professor. Available January 1, 1933. A 466

Music: A.B. Superior training here and abroad. Nine years' college experience. Piano, also theoretical courses. A 467

Music: Man, married, Mus.B. Eastman School (Mus.M. in June). One year's college teaching experience. Orchestration, history and appreciation, ensemble coaching and conducting. All woodwind and brass instruments. Major instrument—oboe. Available September, 1933. A 468

Philosophy: Ph.D. Twelve years' college and university experience; now associate professor in eastern college. Available September, 1933. A 469

Philosophy, German, Bible (majors), Psychology: Man, Ph.D. Johns Hopkins. Fourteen years' college teaching. A 470

Physics: Man (family and dependents), eleven years' experience university teaching; one year European travel. Now on leave studying, desires connection September, 1933. A 471

Physics, Radio Engineering: Ph.D. Wisconsin, 1932. Graduate work at Munich and Cornell. Publications. Interested in teaching and research. Available fall or summer, 1933. A 472

Political Science, Economics: Ph.D. Four years' experience in professorial capacity, three fellowships. Public administration and public finance. Publications. Desires either teaching or research. Available fall or summer, 1933. A 473

Political Science, History: Ph.D., LL.B. Three years' teaching. A 474

Psychology: Full professor, regular staff, large university, available for temporary position, about March 20 to September 30, 1933. A 475

Psychology: Man, Ph.D. Four years of college teaching; wide experience in administrative and personnel work. Available now. A 476

Spanish, French: Man, 35, married, M.A. Eight years with prominent university. Available 1933. A 477

Zoology or Biology: Man and wife, Ph.D. and M.A. Several years' teaching experience. Will accept joint position or for husband alone. A 478

Zoology or Biology: Woman, M.A. 1928. Three years' successful experience in university teaching. Seeks possible permanent appointment or graduate assistantship with opportunity for research. Available September, 1933. A 479